

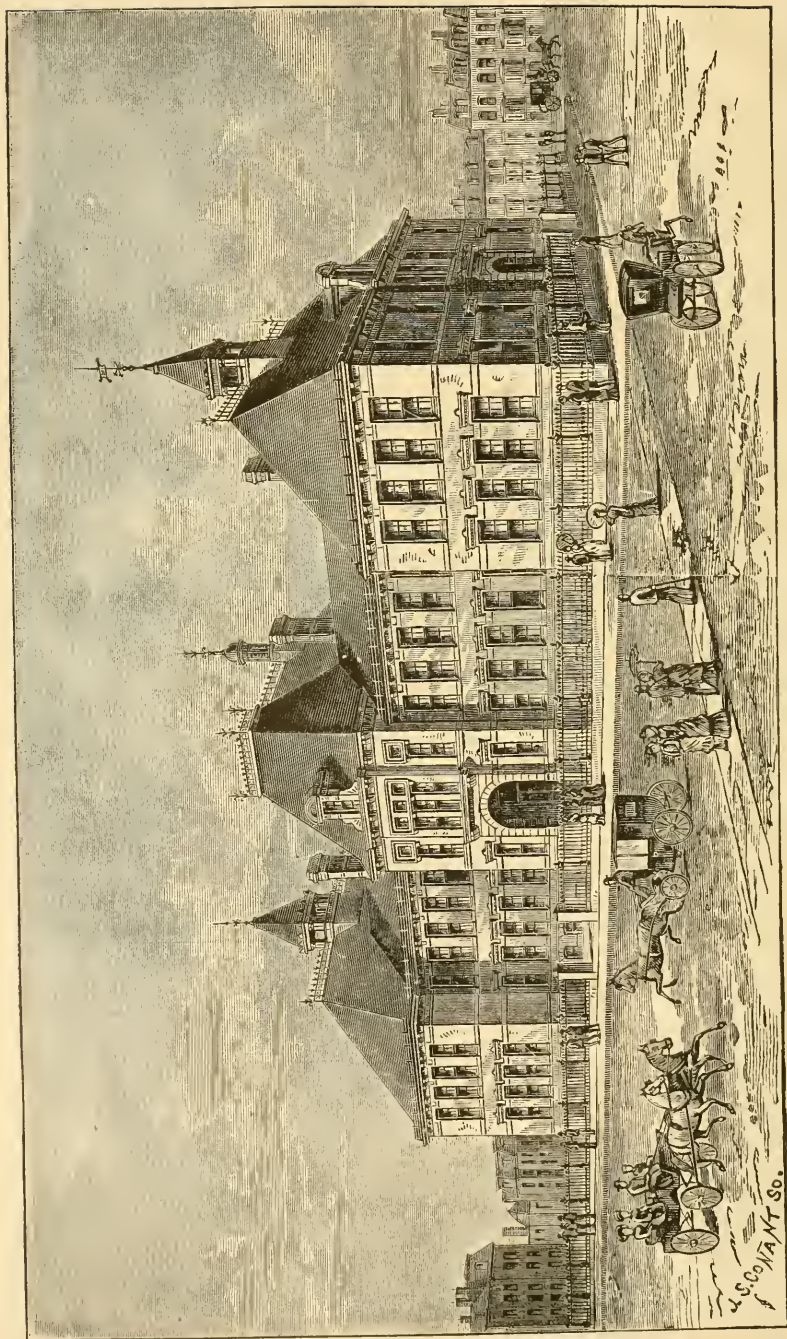






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PRINCE SCHOOL HOUSE.

SCHOOL DOCUMENT NO. 26—1881.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1881.



BOSTON:

ROCKWELL AND CHURCHILL, CITY PRINTERS.

No. 39 ARCH STREET.

1882.

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REPORT.

The annual report, whose preparation the School Committee of Boston entrusts to a portion of its members, has long since ceased to be the sole avenue through which the citizen learns what the public schools are doing. The newspaper is in the land, dealing out facts and opinions with regard to every subject of human concern; and so conspicuous and costly an interest as the school system must needs be a fruitful theme for discussion, as well in editorial columns as in that part of the paper which invites the exercise of unlimited liberty of letter-writing. The plans of those who administer the school system, their achievements, and their failures, are steadily unfolded and dissected before the public eye; often with great intelligence and fairness, sometimes with the dogmatism of partisan bias, and almost always with entire intrepidity, as becomes those who are supposed to represent a public sentiment, which, having delegated to certain trustees the sacred charge of the education of its youth, expects them to be always ready to make a full and just account of this stewardship.

Even when these newspaper discussions are based upon an insufficient acquaintance with facts, or when, as has many times been the case, they circulate

purely imaginative tales of transactions in the school-room and the committee meeting, or reports so ingeniously made up and highly colored that it is hard to recognize the actual occurrences which they disguise, they have their good use of keeping the popular mind alive to the existence of a school system in which every citizen has a stake, and so indirectly promote the healthful progress of the cause of education; for what the public schools have most to dread is popular indifference rather than even ignorant criticism. A false report may travel faster and leave a wider immediate impression than the naked truth; but in an enlightened community the pretence is subject to so many challenges and driven to so many shifts to make good its positions, that in the long run the genuine thing obtains probably a fuller recognition of its worth than if it had had no mischievous rival. And it is doubtful if all the fault-findings, the hasty accusations, the swift conclusions from inadequate premises, and the stern judgments with which all school managements and changes have been assailed, have wrought nearly as much harm to any serious interest of sound education as they have done good, both in rallying to its defence the thoughtful men and women whose good will and coöperation are a tower of strength for every public cause and institution; and in preventing school officials from being content with old routine, and falling into sluggish disregard of actual imperfections in their methods.

For our bad neighbor makes us early stirrers,
Which is both healthful and good husbandry.

But of far greater prominence than in any occasional stirring up of unwise and fruitless debate is the service done by the newspaper and the magazine, in digesting or printing in full the principal reports of sub-committees of the School Board and the Superintendent and Supervisors while they have a fresh interest; and in affording an opportunity for individual officials and instructors to set before readers an explanation of the ideas and aims which essentially govern their work in that department of thought, which, like all things else in an intelligent and progressive time, is ever renewing and changing its methods.

Through these means the people are kept steadily conversant with the state of school affairs, or may be so kept if they take the pains to read understandingly; and the field left to these annual reports is therefore considerably narrower than that of the olden time.

Yet there remains the useful task of presenting within the compass of a few pages a summary of the year's advance, as shown in the legislation of the committee, and in the practical measures begun and continued under its charge, with regard both to the management of the business details of the school system, necessarily extensive and somewhat complex, and to the conduct of affairs in the school-rooms.

EXPENSES OF THE SCHOOL COMMITTEE.

The reports of the two committees through whose hands passes most of the money paid out by the School Board, viz., that on Accounts and that on

Supplies, have touched upon the criticisms to which the financial management of the school system has been so severely subjected. The increased rate of taxation in Boston renders the city officials having the oversight of the city expenditures, naturally and properly, very sensitive concerning all heavy drafts upon the treasury; and the comparatively large sums called for to carry on the schools, amounting for all purposes, in the last year, to nearly a million and a half dollars, have seemed to those not well acquainted with the magnitude and necessity of the work of education which is undertaken, to be out of fair proportion to the cost of managing the other city departments; especially when to this sum is added the cost of erection of new school buildings, for which there is a steady and imperative demand, from all the growing sections of Boston. This feeling has been strengthened by the fact that the branch of the city government which makes up the estimates of expenses, and supervises the distribution of appropriations in detail for those other departments, has no direct part in disposing of the school moneys. The City Council receives the statements of the School Board as to the amount which is wanted, careful explanations being made of the proportions which are to be laid out upon teachers' salaries, upon the payment of officers, and upon supplies of books and other incidental materials; but having agreed to the appropriation of a gross sum for the support of schools its control of the money ends; and, moreover, its refusal to set aside the amount deemed needful by the School Committee can avail no further than to sus-

pend the schools when the appropriation allowed is exhausted, — a step which the City Council is loath to take. When, therefore, the vigilant guardians of the public purse learn that the ratio of expense for public education is considerably larger than in the majority of other cities of the Union, their suspicions are easily awakened that the School Committee is making an injudicious use of funds, which might be checked by a greater limit upon its privileges.

The desire to set this limit has taken shape several times in a petition to the Massachusetts Legislature, to the effect that enactment should be made prohibiting any expenditure or contract looking to the payment of money, for school purposes, above the sum set apart by the City Council. The question involved was not so much which body of the representatives of a municipality ought to have the responsibility of the public purse, as whether the School Committee of Boston was sufficiently business-like in the conduct of its affairs, and regardful enough of the claims of a proper economy, to be continued in so large a trust as the disbursement of a million and a half dollars. The hearing before the committee of the last Legislature upon this question was most careful, and the result was the rejection of the petition, upon the ground, not perhaps that the Boston School Board had always taken the most economical course in all its financial dealings, but that its outlays of money within the five years since its reorganization had been with as careful an eye to all interests of the tax-payers — of their minds as well as of their pockets — as had been manifested

in the transactions of any other representative body of the citizens; and that, at least, its members were sensitive to an enlightened public opinion, and prompt to reform whatever could be clearly shown to be sources of waste and extravagance. In particular illustration of the soundness of this conclusion of the General Court, the Committee on Accounts, in their latest report, show that within these five years the cost of educating each pupil has been diminished by \$5.39; and that the aggregate savings since the beginning of the financial year 1877-78, estimated by multiplying the whole number of pupils of each year by the cost of educating one in 1876, have been nearly \$295,000.

The Committee on Supplies make a similar showing of retrenchment in the expenditures for books, stationery, and drawing materials, of some \$30,000, above former average yearly outlays.

It has been frequently pointed out, by critics of the financial policy of the Board, that the schools were a very expensive interest of the city, and after all that could be said in demonstration that there were no wilful wastes in their conduct it has remained a puzzle to many fair-minded citizens why, for example, it should require twice as much money to educate a child in Boston as in Chicago, and from thirty to fifty per cent. more than in some other leading American cities. Granting, what is not certain, that the estimated cost of instructing individual pupils is based upon the same methods of calculation in all the cities, it is to be observed, in the first place, that much the same rule applies in a comparison of Boston's expen-

ditures in all its governmental departments with those of the other cities. The cost of caring for the streets, of lighting, and of the fire and police departments, has been shown to exceed that of very many other prominent cities; but it appears to be generally assumed by our people that Boston has unmistakably superior results to show for its outlay.

And, next, that some of the excess of school cost in Boston is due to its higher salaries than are paid elsewhere; but that still more must be ascribed to the fact that the grade of instruction of which the majority of our children take advantage is, in the order of things, of the more costly sort. It is much more expensive to maintain High and Grammar schools than to provide only Primary instruction; and from some figures which were recently compiled by one of the committee it appears that of Boston's school population forty per cent. were in Primary schools and fifty-four per cent. in Grammar and High schools; while in Chicago seventy-six per cent. were Primary scholars, and twenty-two per cent. were in the Grammar and High schools; and much the same ratio holds in Cincinnati and St. Louis. When now it is borne in mind that the average expenditure upon a Primary scholar in Boston is \$18.45, while to instruct a Grammar scholar costs \$28.20, and a pupil of the High and Normal schools \$87.42, it will appear plainly that the citizens of Boston are paying the larger part of their school money for the education of those classes of children who in some of the other cities drop out of the public schools (and generally of all schools) at an early age, probably before they

are ten years old. Of the wisdom of keeping a hold upon children for their proper training in intelligence and morals until they are well in their "teens," at the expenditure of even a larger sum than is now appropriated, few thoughtful people will need to be convinced. And it appears to be the opinion of a majority of students of education, — although there are many able and vigorous dissenters from this view, — that the instruction given in High schools is fully worth its cost; and most assuredly any proposition to abandon the High schools, or to put such restrictions upon admission as should shut out a large proportion of those who now use them, would meet with sturdy opposition, particularly from citizens in moderate pecuniary circumstances, whose sons and daughters constitute their most numerous attendants.

Until it can be shown that it is the desire of the people of Boston to institute a radical revolution in their educational system, so far as to discourage the growth of those schools which make provisions for children of from ten to seventeen years of age, — an overturning of all our traditions which few persons of weight of judgment in our community have been so bold as to publicly advocate, — it must continue to be the case that, if that be genuine economy in a school system which shows the smallest expenditure of money without regard to the number of youth educated, Boston will be behind many other places. And this would be true, as the above figures show, even if that counsel should prevail which argues that a city is no more called upon to support High schools than it is to maintain colleges,

and that all such instrumentalities of advanced education should be paid for by those who use them; for the Grammar schools would yet be a serious burden upon the treasury.

An effort has been made during the year to reduce expenditures by discontinuing one or more of the High schools now carried on in Charlestown, East Boston, Roxbury, West Roxbury, and Brighton; but not only did the sub-committee having the project in consideration receive the most strenuous protests from leading citizens of those suburbs, to the purport that to deprive them of long-standing privileges of a higher education, which was accessible to their children without the cost and exposure of a long daily journey to the centre of the city, would be a violation of an understanding implied at the time the districts were annexed to Boston; it also was not clear that there would be any essential reduction of expenses in their abolition. The only legislation resulting from this discussion was the repeal of the school regulation requiring all candidates for High-school instruction, residing in the suburban districts, to attend the school in their own neighborhood, and allowing all whose parents choose to make application to the High School Committee to attend the English or the Girls' High School.

SALARIES.

In the chief other direction in which retrenchment is possible, that of teachers' salaries, under the pressure of the Council Committee of Public Instruction, who reported a reduction in this item from the

amount asked for by the School Board, a majority of the sub-committee on Salaries, in March, recommended that a general reduction, equivalent to about five and a half per cent., be made in the pay of all teachers. In opposition to this legislation it was urged, first, that there was no call from representative tax-payers of Boston for retrenchment at this point; and this argument was supported by numerous signed petitions from the best-known wealthy citizens, protesting against any such action; and, second, that however true it might be that the teachers of Boston were by far the best-paid people of their profession in the United States, it was not the fact that teachers anywhere, except in a few private schools, received as great an income for their services as were enjoyed by average men in other professions requiring a similar degree of culture. The true principle upon which teachers' salaries should be based, in an intelligent and prosperous community, it was urged, was not alone to offer a sum which should guarantee a reasonable comfort during working years, and a moderate provision for the time of sickness and old age; but also to hold out, in the more advanced salaries, an invitation for the strongest and most brilliant minds to enter the profession. For, however it may be in the Old World, that professors of a world-wide reputation are content with a yearly revenue less than that of many an American mechanic (although all incomes, except those of the nobility, are very small in Europe), in America there are so many great pecuniary prizes presented to every other profession requiring superior ability, that the supply

of teachers of the first quality of culture and administrative faculty, equal to the peculiar requirements and inconveniences of the position of an instructor in a public school, is always below the demand. At least, the Boston School Committee has frequently found it very hard, in its search for men to fill its most responsible places, to satisfy a by no means too exacting ideal. There are, indeed, compensations for comparatively small pay in such an assurance of permanency of office as the policy of all our school committees has steadily presented. Still, so long as the man's bread is contingent upon a periodical election, in whose results there is the element of uncertainty which always hangs about a government of universal suffrage, it is likely to be the case that some of the people, whose qualities of mind and heart make them eminently desirable to preside over our schools, will prefer to seek their livelihood in professions in which they are their own masters; or, if they have a strong bent for the teacher's life, will choose the chair of a college professor, where threats of dismissal seldom alarm, unless the inducements to enter the public service are more tempting in honor and emoluments than they are generally made to be under common notions of the amount which a teacher deserves to receive.

In addition to these arguments, it was shown by comparative statistics that the continuance of a liberal financial policy, of which the generous payment of teachers was one of the features, had been amply vindicated in the past by the fact, that in no city of the Union, whose figures of school attendance

were accessible, was there so general an attendance of children of the school population upon the public schools as in Boston. With us there are much fewer children in private schools (the cost of whose maintenance is apt to be overlooked, although they are as truly a drain upon the people's wealth as if they were supported by taxation), and much fewer who do not seem to have any instruction; so that our city has some most tangible encouragements to show for a generous financial temper.¹

By a large majority the Board determined that there should be no alterations in the salaries for the year except in the cases of certain newly appointed teachers, of no previous experience, and in the pay of instructors in evening schools. The former of these exceptions touches chiefly teachers of the

¹ The following figures, taken from the report of the U.S. Commissioner of Education for 1878, constitute the *data* for the above statement:—

CITIES.	School population under 16 years.	In public schools.	In private and parochial schools.	Unaccounted for.	Not educated by the city.
Boston	60,762	53,262	5,521	1,979	7,500
Chicago	87,919	58,142	18,647	11,130	29,777
Cincinnati	67,110	35,957	16,583	14,570	31,153
St. Louis	81,500	55,995	18,000	7,505	25,505
Baltimore	*†55,000	35,288	13,550	*†7,000	*†21,000
New York . . . . .	.....	208,823	45,000	.....	.....

* By the census of 1880 Baltimore has a population (332,190) one twelfth less than that of Boston (362,535). In the same ratio its school population under 16 years, which is not given in the United States Commissioner's report, should be as above, or rather greater.

† About.

† Estimated.

lowest Grammar and Primary classes, and the junior masters of High schools who are apt to be young men just graduated from college. The sixth-class Grammar and Primary teacher begins now at a salary of \$456 (instead of \$504 as before) and serves seven years before receiving the maximum pay; the young man appointed to the High school receives \$1,008 for his first year, and attains his full pay only after thirteen years of probation. The changes were upon the sound business principles of graduating the pay according to the different degrees of experience in the art of teaching.

THE ENGLISH HIGH AND LATIN SCHOOL BUILDING.

The completion and dedication of the elegant structure for the use of the English High and the Latin Schools has relieved these schools of many serious hindrances to their most successful work which were suffered under the long-standing arrangement of having their classes distributed among several buildings, at considerable distances from each other, and none of them in the best sanitary condition, especially of light and ventilation. The new house is constructed in anticipation of the wants of many years to come, — a fact which is not always remembered by those persons who animadvert upon the large number of rooms which are at present unoccupied. Whether the expenditures upon the architectural ornamentation of the house have been too lavish, or not, is a question for whose answer the School Board is not solely responsible; for the building is the

creation of the whole city government; of the City Council, whose sub-committee has made all its contracts and watched over its gradual growth, as well as of the School Committee, from whose desire the plan of its existence first emanated. And it is doubtful if either of these bodies would be willing to relinquish its claim of credit for the structure as it stands; or if any public-spirited citizen would have been content with an economy which should have shorn the house of any of its beautiful lines and proportions, or rendered it less completely adapted in inner arrangements to all the needs of a model school. It is an occasion of satisfaction that the Boston school-houses erected within the last few years, of which this building is one of the noblest specimens, have been planned and superintended in all their details by an architect who has had opportunity as well as inclination to profit by the lessons of experience; for it used to be the case that every such proposed new house was entrusted to the mercies of a new architect,—upon the theory that city favors should be impartially distributed,—with the result that the same mistakes with regard to ventilation, lighting, seating, heating, and acoustic properties, which had been the torment and peril of teachers and children for years, were repeated with more or less variation, with that entire disregard of the advice of wiser heads which is apt to characterize men who are launching into new experiments.

Since there has been a city architect, well trained in his art, and docile to any suggestion from those most competent to speak upon the subject, there has

been a steady improvement in the character of the new school structures, not only in the prime respect of their being thoroughly well suited to the public requirements of school life, but in their entire subordination of the architect's ambition for show to the consideration of a true economy. They are far less expensive structures than those built under the old system, although they are handsome enough to be a credit to the city, and they contain the least possible repetitions of old blunders of plan. Some of the honor of this gain must be taken by the School Committee, whose judgment upon the plans and locations of school-houses has been final only within a few years; but the having one mind at the head of building affairs has still more decisively furthered the good results.

Of the important modifications of methods of government and instruction of the schools, which have been made within a few years, three features have been the subjects of earnest discussion by the committee, as well as among citizens, and some of them, it may be added, of much hasty and ill-digested judgment by those whose opportunity is small of knowing all the facts involved. These are, the work of the Board of Supervisors, the use of supplementary reading, and certain changes in the conduct of the Primary schools.

THE BOARD OF SUPERVISORS.

The existence of the Board of Supervisors dates from the reorganization of the School Committee. Its operations have thus covered a sufficiently long period

to enable careful observers to form a tolerably correct estimate of the advantages and the defects of the system of supervision. It needs to be remembered — for it is often entirely forgotten by critics — that some supervision akin to that which was adopted appeared to be indispensable when the School Committee was reduced from more than a hundred to twenty-four members. Even with the existence of a large body of men and women who formed the old committee there was no such oversight of the work of the schools as a proper business conduct of so important and extended an interest should demand. It was again and again complained, by those who were solicitous for the highest success of the schools, that there was no trustworthy information available with regard to the quality and result of the school work. In some districts intelligent and disinterested members of the committee were diligent visitors of the schools of their neighborhood, and by their criticism and encouragement held them up to a high standard of attainment. But even these competent visitors made no sort of a report to the central body, by which a member of the committee from another part of the city could determine who were strong and who weak teachers there; upon what principles candidates were appointed to instructors' posts, whether by careful examination of the mental and moral fitness, or by personal favoritism; nor what was the actual progress of pupils in the essential respects of a good education. But from districts where the individual members of the committee were not well chosen for their office, the grounds of judgment as to what the schools were

really doing were still more uncertain, and the occasions for suspicion that they were doing a great deal less than they ought to do were numerous. The Superintendent, of large experience and wisdom, but subject to the mortal limitation that he could not be in several places at once, rode rapidly from school to school, exhorting, reproving, and enlightening; but entirely unable to give the detailed attention to weak points and to grave abuses which he, most of all observers, felt should be speedily corrected, if the schools were to accomplish what those who supported them had a right to expect.

With the reduction in size of the committee even this imperfect oversight of the schools must be greatly diminished, — a fact so plain to all who had given any thought to the matter that in the legislative bill reconstructing the committee special provision was made for the creation of a body of supervisors, whose function it should be to reinforce the powers of the Superintendent, and to serve as the ears and eyes of the School Committee, so as to place within the committee's reach the varied sorts of facts about the schools which they must have at disposal if they were to manage educational affairs with any wisdom and discretion.

This was the origin of the Board of Supervisors; and there has been no solitary change in the school system which abates one jot the necessity of the continued existence of such an overseeing body. The duties which it is called upon to undertake multiply with each year of its continuance. The members of the School Committee depend more and more upon

the information which the Supervisors alone can adequately possess; not only with regard to the qualifications of teachers in service, and of those who are applicants for places, but concerning the manifold questions of the spirit with which instructors and pupils carry on their work; of the adaptation of books and modes of teaching to different schools; of the healthfulness of school-rooms; of the accommodations for classes: and it may be claimed that as early prejudices abate, the teachers attach increased value to the advice and coöperation which they learn to seek from supervisors, whose sympathy in all the perplexities of their daily tasks, and whose fairness of judgment as independent observers and students of school methods, they have again and again had occasion to prove.

Two questions should be kept entirely distinct from the general consideration as to the worth of the Board of Supervisors. The one—a delicate matter to speak of, yet of great weight in the formation of opinions about the use of supervision—is as to the personal constitution of the Board. No men and women, be they never so carefully chosen for such an office, can avoid the criticism as to their entire fitness for their position which will be made by those who are responsible for their selection, those whom they are called upon to supervise, or the larger public, who are simply watching the result of an important and costly experiment. While, indeed, it is difficult in such a case of a comparatively untried system, to wholly separate the way in which the individual Supervisor does his work from the possible advantages

of the system, yet it may be that the idea to be carried into operation is entirely wise and of admirable promise, even though its execution has not been completely satisfactory. This is said, not for the purpose of imputing any shortcomings to the individual Supervisors now or formerly in power, nor even with the intent to echo any vague and indefinite complaints, but in response to that frame of mind which is tempted to underrate the use of the system of supervision, because not pleased with all the details of its execution. It would be only the utterance of a becoming modesty to say that the *ideal* and the *actual* construction and performance of School Committees have seldom coincided.

The other point, not to be confounded with the larger issue, is the old one raised in the first years of discussion, and, so far as the policy of the School Committee has since been governed, settled by a decisive vote: as to whether the Supervisors were to be a body of coördinate dignity with the Superintendent, — he possessing only such influence as his character and office might confer, and casting but one vote in the deliberations of the Board, of which he was *ex-officio* a member, "first among equals," — or whether they were to be Assistant Superintendents, receiving assignments to specific duties from their head, who was held responsible for the vigorous inspection and examination of all parts of the school mechanism. There are undoubtedly theoretical advantages in the latter plan, which now that they can be dispassionately considered (as they could not be a while ago), may bring about, not its adoption

entirely, but some such modifications of the present relations between the two offices as experience has shown to be important in promoting unity of action, and preventing extreme and somewhat irresponsible individualism.

But here, again, let it be remembered that one may prefer either of these theories as the only possible means of bringing about the most fruitful results of coöperation in all the parts of the educational system; and yet the main principle remains unshaken, that some body of experts is imperatively necessary to act as the overseeing eye and the executive arm of the School Board; and such a body exists in the Board of Supervisors, some of whose services may be concisely stated.

The Board of Supervisors subjects to a thorough examination all candidates for the office of teacher, rejects the incompetent, and approves the fit.

That work, which is the only absolute safeguard against the admission of uneducated persons to the ranks of teachers, for which the highest pay should command only the best ability, was never done before in any uniform and systematic manner.

The Board of Supervisors visits every teacher in the city, at least once a year, to observe and make record of the powers of discipline, of imparting knowledge, and of inspiring with wholesome moral ideas, exercised by that teacher in the class relation; and its observations are at the command of every member of the School Board. No such body of information was ever before available; and no such visiting, imperfect though it is, from the amount

to be done in a limited time, was ever before undertaken.

The Board of Supervisors has a careful eye to the sanitary state of school buildings, and makes an annual report thereupon to each of the division committees. In the performance of this duty many sources of injury and danger to the health of the occupants, hitherto disregarded, have been pointed out with an authority which has brought about their correction.

The regular annual examinations of pupils who are candidates for diplomas — examinations which have been required for years — are now, under the superintendence of the Board of Supervisors, made uniform throughout the city; so that there can be no just complaint that a diploma does not everywhere stand for one and the same order of scholarly proficiency.

In addition to the above duties, and the multiplicity of secondary calls which can never be prescribed beforehand, but which exhaust time and strength, within the year, the entire control of Primary schools, involving the frequent examinations of the children, their promotion to higher classes, and the various details which were once attended to by the Grammar master, has been laid upon the Board of Supervisors.

If any other warrant for the employment of the Board is demanded it may be found in the fact that seven superintendents over the great educational system of Boston are in smaller ratio to the number of inhabitants, the wealth, and the school population of the city, than is one Superintendent in Cambridge, Springfield, Salem, Fall River, and the other cities of New England.

PRIMARY SCHOOLS.

The plan of separating the Primary schools from that connection with the Grammar schools which has been held for years, under which they were supervised by the Grammar masters, was initiated two years ago, but is still, by a large number of the School Committee, considered to be in its experimental stage. The main idea which brought about the change was that these schools, which often provided the only school education which large numbers of children received, were in most instances entirely subordinated in dignity and in the watchfulness bestowed upon them to the Grammar classes, which were more directly under the master's eye; and that they could obtain their due measure of consideration only in a state of independence similar to that held by the Grammar towards the High schools. Their superintendence was at first entrusted to three supervisors, who gave their entire attention to this department; but latterly this has been assumed by the full Board. Over some four hundred and eighteen Primary classes the six supervisors exercise as much of the direction as is practicable, which was formerly undertaken by fifty masters. They look after the periodical examinations of the classes; they make promotions from the lower to the higher grades; they are the court of final appeal in all matters of discipline, and are expected to pay attention to the condition of the buildings. The assumption of such burdens, in addition to the duties already imposed upon them, would certainly imply a neglect of some of the interests formerly delegated to the master's care.

But as an offset to this difficulty it is intended to encourage a greater degree of wholesome self-reliance on the part of Primary teachers, many of whom, from long service, are quite competent to act of their own judgment on the larger part of the problems whose solution they once left to the masters; while in each building containing six or more Primary classes it is permissible to confer the higher rank of second assistant upon that one of the teachers who has the discretion and disposition to take charge of minor questions of discipline and care of buildings and yards.

Moreover, it is urged that, although in many districts the master maintained a most tender and vigilant solicitude toward the Primary work, not second to that bestowed upon the rest of his charge, in other cases the Primary supervision was utterly distasteful to the master, and carried out in that perfunctory manner which characterizes the performance of all disagreeable tasks; and that in these latter instances the question seemed to lie between a change of directorship and the sacrifice of the Primary schools. Whether that neglect was so common as to call for the radical change which has been instituted, and whether any advantages derived from the new supervision can compensate for the loss of what in the most favorable instances is conceded to have been a most constant and judicious regard for every detail of the Primary course, — a care impossible to a Supervisor, who has nearly seventy Primary classes besides those of a Grammar school to visit, — are points upon which the School Board await the light

to be thrown only by experience. That period of trial the majority of the Supervisors seem confident will vindicate the wisdom of the new ways.

The plan of promoting the Primary scholars annually instead of, as formerly, twice a year, is not an essential feature of the present programme of Primary management, and has served to overcrowd the Primary schools to an unprecedented extent; while it is alleged by the masters to be a mischievous obstacle in the way of a healthy progress of the higher scholars. It remains to be seen whether these evils are inherent in the plan, or only the incidental friction of new machinery.

SUPPLEMENTARY READING.

The improvement in the methods of teaching reading, which was involved in the addition to the field of instruction of several series of good and attractive books, — to be read in the class-work, or in the otherwise unoccupied moments of the school session, in silence by the pupil, — has steadily gained in the appreciation of the teachers. There is much to be said in favor of the old custom of exercising the child, month after month, in reading from the same book, made up of extracts from the master-pieces of English literature, which at last become imbedded in the memory, to be recalled with delight in later life; and there is nothing in the new arrangement which prevents the continuance of this custom. But the chief intent of school reading is not to store the memory with pleasant reminiscences, but to enable

the pupil to understand at a glance, and to intelligibly express, the words of unfamiliar printed pages, through which, in later life, he is to receive most of his knowledge of what the world is doing, and what men before his time have done. To read easily, he must read much; not in one book, but from many.

Moreover, in this age of abundant literature, bad as well as good, the school must undertake, to some extent, the grave office of guiding the choice of books, by introducing the pupil to that field of bright and pure printed thought, of whose existence, for lack of right early direction, so many men and women remain in ignorance throughout their lives.

The supplementary reading, selected from a broad range of the volumes which have cheered and blessed the generations, helps to give some foretaste of the larger world of good books, and has paved the way for that hopeful experiment now being tried, through the coöperation of the Superintendent of the Public Library with some of the Grammar masters, of putting into the hands of children, for home use, volumes of a higher class than would be likely to be sought of their own choice, and so of giving them a safe key to that great treasure-house, the Public Library and its branches.

At the beginning of this use of supplementary reading, the Committee on Supplies, in behalf of this Board, authorized its agents to publish certain volumes, edited by Superintendent Eliot, which were likely to be valuable as aids to the experiment. Unhappily larger editions were printed than there was any call for, and the accumulated stock, distributed

in stores and school-houses, became an incumbrance of waste-matter which had to be put upon the book market, although, it is believed, at no serious money sacrifice.

The publishing experiment has been abandoned, and now only those books are bought for which there is likely to be immediate use.

INDUSTRIAL EDUCATION.

The School Committee has again repeated its formal vote of desire to test the feasibility of imparting to Grammar scholars some of the elements of mechanical skill by whose final application so many of them must by and by earn their daily bread. The term industry, as applied to manual labor, is far too large to be adequately comprehended under any use of carpenters', machinists', or blacksmiths' tools. These are but portions of a vast field, which only a great number of special schools could make any pretension of properly traversing. But it is possible to meet some of the complaints which are so frequent, that the public education is so exclusively intellectual as to unfit the majority of youth for entering heartily into the ranks of manual labor, by directing certain pursuits of the school hour to the especial end of training the hand and the eye; so that, whatever the future occupation of the child, he shall not be utterly awkward and helpless in the every-day responsibilities of earning his living. Education may and ought to help youth to be self-reliant and "handy," as a mere bookish student is not likely to be.

The eminent success of the sewing instruction in

the girls' schools—a branch of school-work for a long time looked upon with great distrust by most persons who had given any thought to matters of education—has afforded convincing evidence that it is possible to impart special manual skill without interfering with the established routine of study. The teaching of industrial drawing, now pretty firmly seated among the essentials of instruction, is quite within the line of training for the practical life of the manual worker. And so those who have watched the shop-work of the Massachusetts Institute of Technology, and the smaller experiment of the Boston Industrial School Association, in teaching boys the manipulations of a few varieties of mechanics' tools, from which training some have been known to go into successful positions in trades, have continued to feel, notwithstanding the disapproval of their plans by the money-appropriating authorities, that it would be no unwise venture to devote a small portion of the week in a few boys' Grammar schools to an experiment of using hammers, saws, chisels, and like tools, under a competent instructor, with the design of enlarging the work as fast as its smaller operations should be shown to be of advantage.

A proposition of this sort, a few years ago, was heartily welcomed by some of the most sagacious teachers, as promising much good, while presenting few disadvantages.

HYGIENIC INSTRUCTION.

The need of adding to the Board of Supervisors a special inspector of the hygienic problems of the

schools has been frequently urged upon the committee; but the legal difficulties in the way of appointing such an officer, who could have the full authority essential to the best efficiency of his work, have thus far hindered the creation of the office. The discussion of the subject has, however, called public attention to the many perils to physical health which are a peculiar condition of the school life of a city, with its hundreds of children crowded under a single roof, and whose proper treatment, if not directed by a special instructor, demands a much greater degree of acquaintance with hygienic laws on the part of teachers than they are likely to obtain in their own private and unguided study. Some public lectures upon this subject by a competent physician have already been of great value in pointing out a portion of the special dangers to pupils' and teachers' health, and it is hoped that provision may be made for additional courses of lectures, upon the same subjects, from the wisest students of the art of preventing disease.

The story of the year's operations of our Boston school system is always a tale of experiments; but that, too, is the history of progress in every department of human activity. Each generation, possessed of new energies and called to larger and different responsibilities than those which have gone before, must enter upon untried paths, which seem to lead far away from the ancient beaten tracks, and which do, indeed, often end in failure, but which also often point more directly than the roads of tradition towards that kingdom of the best things which it is

the task of human life to seek. Until it be proved that the limit of human attainment has been reached there is nothing to be done but to make strange ventures. And in education all the ways which those who can speak from breadth of knowledge see to be an improvement over former methods have, within the acquaintance of living men and women, passed through the stage of experiments.

The problem of school management is to fit youth to be useful and happy men and women, with the least waste of time and strength; to compress within the few years in which multitudes of children are within reach of their only healthful influences of mind and character so much profitable instruction, with as little that is useless, as shall surely set them in the right way of a creditable life. Given that problem, with the ever-changing conditions of society, its new ideas, its new industries, its new assaults upon virtue, and the work of the public educator is before him, — a work so formidable that he would be more than mortal if applying all the fervor of heart and soul and mind to its fulfilment, he did not make as many mistakes as he won successes. And the Boston School Committee, with all its subordinates, are fallible men and women, who are able in a year to gather but a shell or two upon the shore of wisdom.

GEORGE A. THAYER, *Chairman*.

GEORGE M. HOBBS.

JOHN G. BLAKE.

Mr. Hobbs dissents from some portions of that section of the above report which discusses the work of the Board of Supervisors.

ANNUAL SCHOOL FESTIVAL.

1881.

ANNUAL SCHOOL FESTIVAL, 1881.

The Annual School Festival, in honor of the graduates of the public schools, was held in Music Hall, on the afternoon of Saturday, July 2d, under the direction of the Committee of the School Board, appointed for the purpose, consisting of Messrs. John B. Moran, John G. Blake, George M. Hobbs, Charles H. Reed, and Miss Lucia M. Peabody.

Invitations were extended, as usual, to the Governor of the State, to the Mayor, City Council, heads of departments, the School Committee, and others.

The occasion was honored by the presence of His Honor the Mayor, and other distinguished officers and citizens.

The hall was tastefully decorated with festoons of laurel, wreaths of roses, and potted flowering plants, and hanging-baskets of flowers and ferns. The bouquets were arranged on the stage in two banks and a pyramid, the whole presenting a bright and beautiful feature of the decorations. The decorations were furnished by S. W. Twombly & Sons. The bouquets were furnished by S. W. Twombly & Sons, Norton Brothers, and John Gormley & Co.

The schools were marshalled to their places under the direction of Mr. Leverett M. Chase, master of the Dudley School.

The Boston Cadet Band furnished the music for the occasion.

Dr. John B. Moran, Chairman of the Special Committee, after alluding to the sad news of the attempted assassination of the President, delivered the opening address.

ADDRESS OF DR. JOHN B. MORAN.

Young Ladies and Gentlemen, Graduates of the Grammar Schools: —

The kindness of His Honor the Mayor has imposed upon me to-day a very pleasing duty. I am expected to offer you some words of welcome to these festivities. The requirements of the position I have the honor to occupy on this occasion would be better answered by some other appointment; but like the faithful pupil, who, though he may have but little talent or taste for it, studies and prepares his piece, and declaims it in willing obedience to the command of his teacher, so I, as the mouth-piece of the School Board, and speaking for them at this time, appear before you to say a few words for your entertainment.

Now, my young friends, what does all this mean? This brilliant assemblage, of which you constitute the principal and most interesting part? this multitude of the representative youth of our beloved old City of Boston, and, in their midst, their fond and admiring parents and friends, members of the School Committee, and the City Government, and the Mayor of the city? What means this delightful scene, so to speak, of the flowers and fragrance, and pleasant music, and graceful decorations, with the whole background a mass of smiling and happy faces? Why is this? The answer is short and clear: It is all in compliment to you. We recognize the fidelity, the industry, the obedience, the good behavior, and the laudable pride and ambition with which you have studied out your course, and earned the laurels of successful graduation. This generous reception on the part of the city is an acknowledgment of your duty as pupils, faithfully and well done, and to impress upon you our trust and hope, that as you grow to the estate of men and women, you will fill the posi-

tions you may chance to occupy, with honor and credit to yourselves, and to this community.

This is indeed a pleasing scene. Who can look out upon this sea of young, beaming, happy faces, without feeling a thrill of admiration and delight and reverence? I see before me the passing generation springing into life again. I behold a living proof of divine intelligence, power and love. I hail you in the bloom and beauty of your young minds, as yet unstained by folly or vice, and trust you may always remain so. I say to you as one person, in the language of a great teacher and a great lover of youth: "You have received from the Creator, a face where strength and goodness repose. Your lips are animated with a smile, whose grace survives their movement; your eyes emit a brightness which springs from the depths of a sprightly intelligence, but which, tempered with modesty, produces respect unmingled with fear; your forehead, pure and calm, serenely crowns the living magic of your countenance, and whoever looks upon your face must bestow upon it admiration and love."

These, my young friends, are the sentiments with which I greet you, and welcome you to this festival, — dedicated to you. I congratulate you on the successful termination of your course in the Grammar Schools. From this point in your lives you pass on in various directions. To all I say, from the bottom of my heart, God speed. A certain number of you will continue your studies in higher schools. Fortunate, indeed, is it for those whose circumstances enable them still further to ripen in instruction and useful knowledge. Their training is only in progress, and future years will provide them with future teachers, to enlighten them in mind and in heart. A large proportion, — the greater number of you, probably, — have finished your school studies. To these, I repeat, with tenfold emphasis and feeling, God speed; and what I have left to say is intended, in a particular manner, for them.

Now, my young friends, after these congratulations and words of hearty welcome, give me your attention a few moments longer. I wish to say something to you regarding the future. Your past has been like a pleasant dream. The memory of your early life will always be a source of happiness to you. In those years you lived and grew, and played and learned, and did but little else.

But now a great change is about to come over your lives. You are to prepare to take your respective positions in the active world. You must soon buckle on the armor of busy life, and strive after the rewards of toil, industry, and perseverance. You can earn a diploma in these things as you have earned it in your school studies. The devoted care and protection of your parents will be, as it were, gradually withdrawn from you, and, in the near future, you will be obliged to assume the whole responsibility of your career. In a few years more you will be men and women. To act your part as such, faithfully and truly, is the supreme, in fact, the sole object of your education. Make good use of the instruction you have received, and the knowledge you have acquired. Let them all and always be directed to noble and honest purposes. In whatever position it may be your lot to fill, let your constant ambition be to do your duty as good men and good women. You are not all destined to be world-renowned or wealthy. You cannot all be presidents, or great statesmen, or literary stars, or rich bankers. Many of you will fill the subordinate places in life. To these let me say, be content, be satisfied with your condition. Better it if you can, by fair means; but let your highest aim be, — and I say this to all, — not so much to accumulate wealth, or figure prominently before the world, as to reach the grandest and most glorious position it is possible for you to attain, — the truly exalted dignity of an honest man, — honest in your dealings and conversation, honest in your principles, honest in your sympathies and affections, in a word, thoroughly honest in your hearts. Serve your country faithfully. Become good citizens. Let your every right, duty, and privilege of citizenship be exercised honestly and intelligently towards the preservation and true glory of our republic, — the most sublime civil government ever bestowed upon mankind. Later on in life you will understand more fully the meaning of these words; but this you know now, that our nationality is the offspring of the spirit of liberty and the rights of the people, and that it is founded on justice to all men, equitable laws and freedom of conscience. Cherish and maintain these eternal principles, in order that our land may continue prosperous, happy, and forever free.

My young friends, you have been attending school for many years, and you have learned much. Do not be surprised, however, when

I tell you your education is only begun. You have acquired simply the rudiments of an education. Let me entreat you not to stop here. You have turned but the first few pages of the learning of the world. I hope that during these years you have cultivated a love for good reading, and the acquisition of useful knowledge. Continue to read, to study, and to reflect. You can do this, no matter what your occupation may be. One thing I desire to impress upon you: Let your reading be wholesome and good. Exercise great care in this respect. You are not yet quite competent to decide in this matter. Consult your parents, or some other capable and faithful adviser, as to what you may read. Let me assure you that much of the reading-matter that is issued every day, with a respectable exterior and heralded in publishers' praise, is polite poison to your young minds. In all the departments of literature, from weak and silly fiction, through falsely colored history, up to the seductive sophistry of would-be philosophers and scientists,—who would rob you of your immortal souls, aye, deny an intelligent Creator Himself,—under all these heads you will fall in with many books, the perusal of which not only incurs a loss of time, but produces positive injury. And what shall I say of the vile and degrading reading that is found in some of the weekly papers? O my young friends, I hope it is not necessary to caution you against such vulgar and debasing trash as that. Avoid it as you would a deadly infection; for if you touch it, it will surely contaminate you. Let your reading be always among good books.

To the young ladies I wish to address a special word. Do not be flattered when I assure you that in many respects you are of much greater importance than your more robust associates. The whole social fabric, in the greatest degree, rests upon you. You are to be of the future women of the land, and your influence is the strongest factor in the moulding of society. You cannot act the soldier's part, or fill the legislative halls, or perform the severe labors that are designed for your stronger brothers. But you have duties to fulfil of a higher, purer, more sacred nature. You are the embodiment of modesty, patience, sympathy, and gentleness. Preserve and cultivate these virtues. Guard them as you would the apple of your eye. They are the jewels in the crown of womanhood.

My young friends, while the enjoyment of this occasion is intended principally, I might say exclusively, for you, you do not appropriate it wholly. Your fathers and mothers and older friends and the official representatives of the city, assembled here to greet and encourage you, also participate in the pride and pleasure of the day. They have watched your progress, through the years of your school life, with interest and hope. The parents of many of you have been obliged to labor and struggle in order that you might partake of the inestimable blessings of education. Do not disappoint them. Let the lessons of morality and virtue which you have learned from them and from your teachers, enlightened and enlarged by the intelligent instruction you have obtained, be your guide and standard during the remainder of your lives. Then, indeed, shall we have reason to be proud of you on this day.

My young friends, some of you intend to travel on in the course of higher education. The rest are about to embark on the journey of active life, and I can offer you no better words at parting, than a few lines, from an address to a young man on a voyage to meet his father, out of an old reader used in the schools in my time, that have clung to my memory, and which I now address to each of you : —

And thou must sail upon this sea, a long,
Eventful voyage. The wise *may* suffer wreck,
The foolish *must*. Oh, then, be early wise !
Learn from the mariner his skilful art
To ride upon the waves, and catch the breeze,
And dare the threatening storm, and trace a path
Mid countless dangers, to the destined port
Unerringly secure. Oh, learn from him
To station quick-eyed Prudence at the helm,
To guard thy sail from Passion's sudden blasts,
And make Religion thy magnetic guide,
Which, though it trembles as it lowly lies,
Points to the light that changes not, in Heaven.

Farewell — Heaven smile propitious on thy course.

Blest be thy passage o'er the changing sea
Of life ; the clouds be few that intercept
The light of joy ; the waves roll gently on
Beneath thy bark of hope, and bear thee safe
To meet in peace thine other Father — God.

At the close of his remarks Dr. Moran introduced His Honor, Mayor Prince, who addressed the pupils as follows:—

ADDRESS OF MAYOR PRINCE.

MY YOUNG FRIENDS:—I suppose from the first moment of “recorded time.”—from the establishment of the first school to the present hour,—all school-boys and school-girls, however much they may like to attend school and receive instruction, rejoice with exceeding joy when vacation comes; for human nature, in every age and place, ever possessing the same attributes, is always the same thing. It would be strange if, at the period of life when the spirits are high, the pulse quick, and the heart free from disquieting ambitions and corroding cares, youth should not hail the periodic exemption from study with delight, and improve each opportunity for mirth and fun, and laughter and play. I congratulate you, therefore, that you are now for a time to close your books, desert the school-house, and enjoy the freedom and recreation of vacation.

I hope you will all have plenty of play, so that when the summer is over you may return refreshed and invigorated, and prepared to resume your studies with increased determination to improve every moment of school-time until vacation comes round again. Permit me here to remind you that the time when you should study and improve your minds is now—now while the school-days continue; although we all ought, at all times, to be seekers after knowledge and moral truth, even when life is in the “sear and yellow leaf.” With many of you, probably with most of you, the school-time is the chief season for mental culture; for after graduation the active duties of life will draw heavily upon the time of those to whom I refer, and, unless it is economized, the demands of their vocations will leave them little leisure or opportunity for study.

When you see what beautiful and costly school-houses the city has built for you, and how many accomplished and educated teachers it is employing for your instruction, you will appreciate the great interest it takes in your welfare, and recognize how grateful you

should be for all that is done to make you intelligent and happy. Protected in your civil rights by the best government ever devised by man, with every opportunity to acquire that knowledge which is, everywhere, *power* — our boys and girls, if true to themselves, can control their own fortunes, and attain any position in life to which sensible and reasonable persons can aspire or expect to reach. I am aware that in the chances and changes of life all are not equally fortunate; that —

The best-laid schemes o' mice and men
Gang aft a-gley.

Our efforts are sometimes frustrated by circumstances and forces beyond our control. In all human affairs there will be uncertainty and disappointment; but as a general thing we reap where and what we sow, and the returns and rewards of industry and integrity may be said to be well assured. If any of you, however, fail of success in life, notwithstanding all your efforts, you will still have the means of happiness and enjoyment in the resources of knowledge, if you wisely employ your school-time and cultivate the love of study. When you are older, and familiar with history and biography, you will find that the learned — those who delight in books and the society of the wise — have been made happy and contented amidst the severest trials and disappointments. One may lose money, and houses, and lands; but intellectual wealth, once acquired, can never be lost.

It is your duty to aid your teachers in every way in their work of instruction. You are Boston boys and girls; and their place in the rank of scholars is the *front* rank; and your teachers, and parents, and friends, and the School Committee, who are gratuitously giving their time for your benefit, and the citizens who are taxed to pay for your education, will all be disappointed if you do not maintain the ancient reputation of the pupils of our public schools for excellence in study and deportment.

I have said that school-boys and school-girls love play as well as study. I know also, because I was once a school-boy, and a Boston school-boy, that they do not like at all times homilies, and moral lessons, and sermons, particularly when they come together for other purposes; and as I see that you are all

looking wistfully at the flowers which are to be distributed, I know that you want me to be brief at this time, and proceed to the work. I should not have said what I have if it were not for the last time I shall have the privilege,—as pleasant to me as to you; for I always like to look upon the happy, careless face—the “shining, morning face” of a school-boy. This will make the fourth year I have discharged this agreeable duty as President of the School Committee, and I place the recollections of these occasions among very pleasant memories.

Hoping that nothing will occur to any of you to mar or abate the enjoyments of your vacation, and that your paths in life will be strewn with fortune’s flowers of the brightest and sweetest scents, I will now proceed to the distribution of the bouquets.

At the close of this address, the graduates marched over the platform, and a bouquet was placed in the hands of each by the Mayor.

During the presentation the orchestra gave some well-rendered selections, and at the close of the distribution of bouquets a collation was furnished to the scholars in Bumstead Hall, and to the committee and invited guests in Wesleyan Hall.

SALARIES OF INSTRUCTORS
OF THE
BOSTON PUBLIC SCHOOLS.
1881-82.

SALARIES OF THE INSTRUCTORS
OF THE
BOSTON PUBLIC SCHOOLS.
1881-82.

FIRST GRADE. — HIGH SCHOOLS.

Head Masters	\$3,780 00
Junior Masters, first year, \$1,008; annual increase, \$144; maximum	2,880 00

SECOND GRADE. — GRAMMAR SCHOOLS.

Masters, first year, \$2,580; annual increase, \$60; maximum . .	2,880 00
Sub-Masters, first year, \$1,500; annual increase, \$60; maximum .	2,280 00
Principal Dillaway School	2,280 00

THIRD GRADE. — HIGH SCHOOLS.

Assistant Principal	\$1,800 00
First Assistant, first year, \$1,440; annual increase, \$36; maxi- mum	1,620 00
Second Assistant, first year, \$1,200; annual increase, \$36; maxi- mum	1,380 00
Third Assistants, first year, \$960; annual increase, \$36; maximum.	1,140 00
Fourth Assistants, first year, \$768; annual increase, \$36; maxi- mum	948 00

FOURTH GRADE. — GRAMMAR AND PRIMARY SCHOOLS.

First Assistants, first year, \$900; annual increase, \$36; maximum,	\$1,080 00
Second Assistants, first year, \$756; annual increase, \$12; maximum,	816 00
Third Assistants, first year, \$456; annual increase, \$48; maximum,	744 00
Fourth Assistants, first year, \$456; annual increase, \$48; maximum,	744 00

SPECIAL GRADE.

Director of Music	\$3,000 00
Three Special Instructors of Music (each)	2,640 00

Director of Drawing	\$3,000 00
Teacher of Chemistry, Girls' High School	1,380 00
Assistant in Chemistry, Girls' High School	744 00
Teacher of Physical Culture, Girls' High School	744 00
Teacher of Physical Culture, Girls' Latin School	492 00
Teacher of Sciences, Roxbury and W. Roxbury High School	948 00
Teacher of Drawing, Penmanship, and Elementary Method, Normal School	1,380 00
Special Teachers of Modern Languages, at the rate of \$90 per year, for every hour of actual service per week, in the school-room, for the school year 1881-82.	

Principal Horace Mann School for the Deaf	\$1,800 00
First Assistants, Horace Mann School for the Deaf	900 00
Assistants, first year, \$790; second year and subsequently	800 00
Instructor, Military Drill	1,500 00
Armorer	504 00

Teachers of Sewing: —

One division	\$108 00	Seven divisions	\$540 00
Two divisions	192 00	Eight divisions	588 00
Three divisions	276 00	Nine divisions	636 00
Four divisions	348 00	Ten divisions	684 00
Five divisions	420 00	Eleven divisions	732 00
Six divisions	492 00	All over eleven divisions	744 00

Principal, Evening High School (per week)	\$30 00
Assistants, Evening High School (per week)	20 00
Principals, Evening Elementary Schools (per week)	20 00
Assistants, Evening Elementary Schools (per week)	7 50
Masters, Evening Drawing School (per evening)	10 00
Head Assistants, Evening Drawing Schools (per evening)	6 00
Assistants, Evening Drawing Schools (per evening)	5 00
Special Assistant Teachers, fifth and sixth classes Primary Schools (per week)	5 00

FRANKLIN MEDALS,
LAWRENCE PRIZES,
AND
DIPLOMAS OF GRADUATION.
1881.



FRANKLIN MEDALS.

1881.

LATIN SCHOOL.

George R. Nutter,
Victor C. Alderson,
Samuel W. Mendum,
Ernest H. Smith,
Frank B. Upham,

Lawrence Litchfield,
Louis L. Jackson,
Thomas T. Baldwin,
John E. Butler.

ENGLISH HIGH SCHOOL.

Frank T. Kenah,
Jeremiah P. Nolan,
Henry G. Lord,
William B. Crocker,
Walter G. Morey,
Walter J. Phelan,
Joseph E. Nute,
John H. Johnson,

Fred I. Winslow,
Fred H. Randall,
Louis Webb,
Harry L. Rice,
Frederic Hausmann,
George B. Sanford,
Frank A. Haslam,
Edward H. Dewson, Jr.

LAWRENCE PRIZES.

1881.

LATIN SCHOOL.

DECLAMATION. — *First Prize* — George R. Nutter. *Second Prizes* — Andrew Chamberlain, Charles F. Spring. *Third Prizes* — Samuel W. Mendum, George Santayana.

READING. — *First Prize* — George R. Nutter. *Second Prizes* — George Santayana, Royal B. Young. *Third Prizes* — Samuel F. McCleary, Charles F. Spring.

EXEMPLARY CONDUCT AND PUNCTUALITY. — Henry E. Fraser, James F. Morse, Frank E. Sanborn, Charles Downer, Nicholas D. Drummey, Stillman R. Dunham, Jonathan E. Hamblen, Robert W. Frost, Seth Beale, John H. Huddleston, William A. Leahy, William A. Levi.

EXEMPLARY CONDUCT AND FIDELITY. — William S. Kimball, Dana P. Bartlett, Henry G. Perkins, Willie E. Fay, Robert E. Townsend, Frederick W. Faxon, Walter N. Giles, Herbert L. Roberts, Clifford G. Twombly.

EXCELLENCE IN CLASSICAL DEPARTMENT. — George R. Nutter, Henry E. Fraser, Robert W. Frost, Harry H. Turner, William A. Leahy, William H. Warren, James F. Morse, Charles Downer.

EXCELLENCE IN MODERN DEPARTMENT. — Victor C. Alderson, Henry E. Fraser, Leo R. Lewis, William P. Henderson, William A. Leahy, Seth Beale, Frank E. Sanborn, Charles Downer.

PRIZES FOR SPECIAL SUBJECTS.

For a Latin Hexameter Poem. — (First prize) — Victor C. Alderson.

For an English Poem. — (First prize) — George R. Nutter.

For an English Essay. — (First prize) — Franklin E. E. Hamilton.

For a Translation into Greek. — (Second prize) — Dwight Baldwin.

For a Translation into French. — (First prize) — John R. Slattery.

For a Poetical Translation from Horace. — (First prize) — George Santayana.

For a Translation into Latin Prose. — (Second prize) — Robert S. Bickford.

FOR TRANSLATIONS AT SIGHT.

Latin. — (First prizes) — First Class — Ernest H. Smith. Second Class — George Santayana. Third Class — Henry G. Perkins.

Greek. — (First prizes) — First Class — Lawrence Litchfield. Other classes — Dana P. Bartlett.

French. — (First prizes) — Upper classes — Fred F. Bullard. Lower classes — William P. Henderson.

FOR THE BEST WRITTEN EXAMINATIONS.

Plane Geometry. — (First prize) — Victor C. Alderson.

Algebra. — (First prize) — Dana P. Bartlett.

Arithmetic. — (First prize) — Frederic H. Barnes.

Latin. — (First prizes) — Fourth Class — William A. Leahy. Fifth Class — Frank E. Sanborn. Sixth Class — Philip S. Parker.

Penmanship. — (First prize) — Seth Beale.

ENGLISH HIGH SCHOOL.

FOR ESSAYS. — *First Prize* — Walter J. Phelan. *Second Prizes* — Edward C. Gage, Walter D. Humphrey.

FOR DECLAMATION. — *First Prize* — Henry G. Lord. *Second Prize* — Samuel C. Gould. *Third Prize* — Clarence O. Sherman.

FOR READING ALOUD. — *First Prize* — Henry T. Parker. *Second Prizes* — Frank T. Kenah, Frank A. Haslam, James W. Farrington, Frank H. Land.

FOR EXCELLENCE IN SCHOLARSHIP AND DEPORTMENT.

First Class — (including Special Class A) — F. O. Baxter, C. E. Miller, J. V. Murray, W. H. Lord, J. B. Dowd.

Second Class — (including Special Class B) — H. E. H. Clifford, C. A. Wheeler, E. B. Bayley, E. C. Pope, J. W. Farrington, F. L. Gile, S. C. Gould, T. I. Crowell, G. B. Thomas, P. H. Toole, F. A. Pickernell, G. W. Spitz, W. H. Pearce, A. B. Paine, J. W. Nightingale, C. L. Burrill, J. E. O'Brien, F. H. Schwarz, E. B. Cobb, J. T. J. Doherty, J. R. Noyes.

Third Class — J. M. Sullivan, H. T. Parker, M. P. Foley, F. M. Bissell, H. W. Boyd, A. P. Sherman, G. E. Pratt, W. H. Crowley, H. H. Plummer, C. B. Roberts, C. F. Collins, J. A. Bresnahan, D. Sullivan, Jr., E. F. Baker, J. J. Finn.

DIPLOMAS OF GRADUATION.

1881.

NORMAL SCHOOL.

Anna F. Bayley,
Helen Bean,
Gertrude E. Bigelow,
Edith M. Bradford,
Annie Britt,
Ellen L. Brown,
Emma G. Brown,
Elizabeth Campbell,
Emily L. Clark,
Agnes M. Cochran,
Annie C. Colburn,
Mary A. Collins,
Grace L. Curtis,
Laura E. Dyer,
Mabel I. Emerson,
Lizzie F. Fickett,
Carrie L. Floyd,
Winnifred C. Folan,
Dora K. Hall,
Lula A. L. Hill,
Susie C. Hosmer,
Alice M. Johnson,
Kate F. Lyons,
Cara D. Macy,
Mary E. Mailman,
Lucy M. A. Moore,
Catherine A. Mulrey,
Alice M. Murphy,
Elizabeth A. Noonan,
Annie M. Olsson,
Edith F. Parry,
Anna M. Pond,
Grace M. Remick,
Elizabeth M. Ritter,

Sarah E. Rumrill,
Gertrude A. Shattuck,
Helen M. Stevens,
Maria L. Tyler.

LATIN SCHOOL.

Victor C. Alderson,
Dwight Baldwin,
Thomas T. Baldwin,
Ferdinand W. Batchelder,
Robert S. Bickford,
John E. Butler,
Joseph R. Draper,
Charles F. Gilman,
Edwin Howard,
Louis L. Jackson,
Jacob D. Kimball,
William S. Kimball,
John H. Krey,
Lawrence Litchfield,
Timothy J. Mahoney,
Samuel W. Mendum,
William S. Murphy,
George R. Nutter,
Charles A. Peterson,
Reuben Peterson,
Ernest A. Smith,
Charles F. Spring,
Milton H. Stone,
Frank B. Upham,
John C. Waters,
Albion O. Wetherbee,
Henry M. Williams.

ENGLISH HIGH SCHOOL.

Boys.

THIRD YEAR CLASS.

Frank O. Baxter,
 Fred A. Beals,
 Lander M. Bouvé,
 Charles H. Brigham,
 Patrick J. Carroll,
 James E. Carter,
 Patrick H. Casey,
 Abraham Cohen,
 Paul Coolidge,
 Peter H. Coreoran,
 William B. Crocker,
 Timothy J. Crowley,
 Edward H. Dewson, Jr.,
 William H. Dowling,
 Thomas W. Eaton,
 George H. Faxon,
 Henry M. Faxon,
 John J. Francis,
 Thomas A. Francis,
 Edward C. Gage,
 James E. Gray,
 S. Cuyler Greene,
 Joseph L. Harrington,
 Frank A. Haslam,
 Frederic Hausmann,
 Charles A. Heney,
 Henry J. Hooker,
 Walter D. Humphrey,
 Philip A. Jackson,
 John H. Johnson,
 Alvah H. B. Jordon,
 John J. Kelleher,
 Bernard C. Kelley,
 Frank T. Kenah,
 Frank L. Locke,
 Henry G. Lord,
 William H. Lord,
 Cornelius J. Mahoney, Jr.,
 Matthew H. McGrath,
 Alexander R. McKim,
 John A. McKim,
 Charles E. Miller,
 Lewis P. Millett,

Eugene H. Moore,
 Walter G. Morey,
 Everett Morss,
 Michael A. Murphy,
 Joseph V. Murray,
 Jeremiah P. Nolan,
 Joseph E. Nute,
 Walter J. Phelan,
 Milford S. Power,
 Fred H. Randall,
 Harry L. Rice,
 Harry A. Richards,
 George O. Richardson,
 Irving Richardson,
 John P. Rigney,
 Charles S. Ruffin,
 George B. Sanford,
 Samuel K. Sanford,
 George S. Smith,
 Rudolph F. Stahl,
 Frank L. Tisdale,
 William T. L. Wardwell,
 Louis Webb,
 Dennis J. Welch,
 Stephen H. Whidden,
 Fred I. Winslow.

SECOND YEAR CLASS.

Abner L. Adams,
 John J. Ahern,
 Edwin T. Anson,
 George A. Aubrey,
 Edward J. Badger,
 Alexander J. Barrett,
 William J. Barry,
 Edward B. Bayley,
 Walter C. Bean,
 Charles L. Burrill,
 Harry E. H. Clifford,
 Edward B. Cobb,
 Thomas I. Crowell,
 Andrew J. Daley,
 Thomas J. Driscoll,
 William H. Driscoll,
 Joseph T. Eustis,
 James W. Farrington,
 Edward R. Flint,

Frank H. Gage,
 George B. Gallagher,
 Frederic L. Gile,
 James D. Gordon,
 Samuel C. Gould,
 George P. Hodgdon,
 Julian E. Johnson,
 Granville Kingman,
 Frank H. Land,
 William D. Mandell,
 Fred W. McArdle,
 William D. McKissick,
 John F. McVey,
 James C. Mills,
 Arthur Y. Mitchell,
 Charles S. Newhall,
 John W. Nightingale,
 John E. O'Brien,
 William S. O'Connor,
 John O'Connor,
 Arthur B. Paine,
 William H. Pearce,
 Frank A. Pickernell,
 E. Courtenay Pope,
 Eric E. Rosling,
 Franz H. Schwarz,
 James M. W. Smith,
 George W. Spitz,
 George B. Thomas,
 Charles H. Thwing,
 Dennis J. Timmins,
 Patrick H. Toole,
 Harry R. Trainer,
 Charles J. Tyler,
 Arthur V. Wallburg,
 George A. Webster,
 Charles A. Wheeler,
 Sidney Williams,
 Charles F. Witherell.

GIRLS' HIGH SCHOOL.

FOURTH YEAR CLASS.

Lillian G. Bates,
 Anna N. Brock,
 Mary J. Buckley,
 Margaret M. Burns,

Gertrude R. Clark,
 Grace E. Cross,
 Gertrude P. Davis,
 Mary L. Fynes,
 Jane F. Gilligan,
 Elizabeth C. Harding,
 Jennie P. Hewes,
 Edith K. Hodsdon,
 Jessie W. Kelly,
 Charlotte Kendrick,
 Sophia E. Krey,
 Albertine A. Martin,
 Sarah D. McKissick,
 Mary J. Mohan,
 Fannie M. Morris,
 L. Cora Morse,
 Mary A. Murphy,
 Martha H. Palmer,
 Louise A. Pieper,
 Charlotte A. Powell,
 Lillie M. Reeves,
 Mary E. Roome,
 Mary L. Shepard,
 Emma M. Sibley,
 Emma C. Stuart,
 Abby W. Sullivan,
 Katharine G. Sullivan,
 Lena E. Synette,
 Mary A. Thompson,
 Marietta L. Valentine,
 Edith M. C. Ward,
 Mary Williams,
 Eleanore S. Wolff.

THIRD YEAR CLASS.

Nannie Alexander,
 Clara A. Allen,
 Anna K. Barry,
 Carrie M. Bartlett,
 Gertrude C. Bayley,
 Lulu M. Bennett,
 Clara E. Borden,
 Winnibel Bowman,
 Lillie A. Braman,
 Mary E. Brooks,
 Clara A. Brown.

H. Louise Brown,
 Irene M. Brown,
 Marguerite C. Brupbacher,
 Mary L. Butler,
 Laura E. Capron,
 Fannie M. Cartwright,
 Emma Channell,
 M. Luetta Choate,
 Margaret E. Cling,
 Josephine R. Cole,
 Nellie S. Cordingly,
 Dora B. Covington,
 Julie M. Crocker,
 Samantha L. Crooker,
 Delia E. Cunningham,
 Annie N. Darling,
 Emma L. Dewey,
 Eva P. Diblee,
 Anna M. Dolloff,
 Helen L. Dykes,
 Helen P. Eastman,
 Ethel A. B. Eaton,
 S. E. Maud Foltz,
 Alice H. Fuller,
 Madge G. Gatecomb,
 Nettie M. Getchell,
 Georgietta F. Gilson,
 Isabel S. Goddard,
 Hattie L. Gogin,
 Anna B. Grimes,
 Mary E. W. Hagerty,
 S. Florence Hannaford,
 Florence Harding,
 Helen L. Hilton,
 Alice C. Holmes,
 Minnie S. Howard,
 May H. Hutchins,
 C. Belle Kenney,
 Lucretia C. Kittredge,
 Adelaide L. Lambert,
 Eleanor F. Lang,
 Gertrude S. Light,
 Sarah N. Macomber,
 Charlotte F. MacRae,
 Mary L. MacRae,
 Jennie A. Mayer,
 Lucy A. G. McGilvray,

Mary E. McMann,
 Annie G. Merrill,
 Rose A. Mitchell,
 Jennie R. Mooney,
 Agnes C. Moore,
 Grace E. Morse,
 Jennie E. Morse,
 Emma L. Murray,
 Florence A. Needham,
 Marcella I. O'Grady,
 Anna L. Osgood,
 Lillie M. Packard,
 Martha W. Page,
 Nellie B. Pope,
 Helen A. Read,
 Ella F. Rich,
 A. Linnie Scallan,
 Virginia O. Shock,
 Agatha P. Smith,
 Frank L. Smith,
 Miriam Sterne,
 Clara I. Stevens,
 A. Delancey Sutherland,
 Sabina G. Sweeney,
 Eliza B. Taylor,
 Lizzie J. Thing,
 M. Helen Thompson,
 Gertrude A. Thurston,
 Jennie L. Waterbury,
 Miriam E. Wheeler,
 Joanna C. Wilkinson,
 Mary E. Williams,
 Mabel E. Wilson,
 Isabel G. Winslow.

SECOND YEAR CLASS.

Harriet S. Ames,
 Jennie F. Ballou,
 Florence Bartlett,
 Miriam E. Benjamin,
 Caroline Bernhard,
 Hattie P. Blancher,
 Ida A. Bloom,
 Margaret G. Brett,
 Cora V. Brown,
 Susan L. Callahan,
 Ellen I. Cass,

Alice L. Chadbourn,
 Maude E. Chadbourne,
 Antoinette Clapp,
 Lillian M. B. Clarke,
 Mary L. Cobb,
 Carrie W. Collamore,
 Annie N. Crosby,
 Ella P. Cummings,
 Helga Danielson,
 Nellie L. Davis,
 Mary E. Dee,
 Julia S. Dolan,
 Abbie R. Edmands,
 Lillie Ehrlich,
 Grace Eustis,
 Letitia B. Evans,
 Mary A. Ford,
 Mabel C. Friend,
 Mary E. Gilbreth,
 Clara L. Guild,
 Harriet G. Hamlin,
 Cara W. Hanseom,
 Barbara E. Hickey,
 Grace L. Hobart,
 Rosa E. Jones,
 Susan H. King,
 Marion Kingsbury,
 Caroline A. Lovett,
 Rose A. Mohan,
 Catherine A. Murphy,
 Bertha M. Nelson,
 Laura L. Newhall,
 Emma C. Newton,
 Nellie H. Packard,
 Florence L. Page,
 Lillian W. Prescott,
 Mary E. Reed,
 Rose M. Riley,
 Florence V. Robinson,
 Jennie Rosenfeld,
 Floretta A. Sears,
 Sarah I. Shaw,
 Lillie G. Simmonds,
 Annie E. Smith,
 Edith Soren,
 Carrie M. Southard,
 Annie B. Stevens,

Ruthetta M. Sylvester,
 Maria H. Thacher,
 Mary W. Tufts,
 Dora S. Wentworth,
 Elvira Wood,
 Ella F. Woodman,
 Mary R. Worth,
 Alice S. Wyman.

ROXBURY HIGH SCHOOL.

THIRD YEAR CLASS.

Boys.

Herbert A. Austin,
 Melzar W. Basford,
 Louis J. Bond,
 Charles B. Butterfield,
 William J. Dolan,
 Arthur F. Graham,
 John W. Hennessey,
 Stewart E. Hoyt,
 Harry S. Maffitt,
 Simon J. O'Hanlon,
 Charles R. Richards,
 George A. Richards,
 Edmund B. V. Seaverns,
 John H. Tracy,
 George P. Vanier,
 Charles L. Ziegler.

Girls.

Martha E. Chamberlin,
 Rose E. Conaty,
 Georgie M. Damon,
 Bertha E. Dickinson,
 Minnie E. Jones,
 Maggie E. Lambert,
 Elizabeth J. Monahan,
 Lillian B. Oakman,
 Clara C. Stein.

SECOND YEAR CLASS.

Boys.

William Albrecht,
 Joseph H. Basford,
 Frederic G. Cartwright,
 Walter E. Carver,

William H. Gardner,
George R. Gates,
John Hall,
Forrest L. Libbey,
Thomas J. MacEttrick,
Howard T. Mann,
John H. McNulty,
Ernest Mead,
William W. Merrill,
George F. Murphy,
Huntington P. Newcomb,
John Perrins, Jr.,
Dudley B. Seaver,
Charles K. Sparrow.

Girls.

Gertrude F. Clarke,
Minnie E. Conlan,
Annie H. Dewey,
Nellie R. Dowd,
Frances B. Fairbanks,
Lillian J. Fitzgerald,
Emma B. Guyer,
Mary F. Haverty,
Emily A. Horne,
Nellie L. Knight,
Elizabeth M. Loughlin,
Hannah L. Manson,
Nellie E. McClure,
Margaret F. McGrath,
Mary G. Murphy,
Theresa Nathan,
Daisy W. Nolan,
Florence L. Poole,
Caroline F. Seaver,
Maggie A. Shea,
Alice M. Sibley,
Abby M. Thompson,
Lena M. Wills,
Caroline E. Wood.

DORCHESTER HIGH SCHOOL.

THIRD YEAR CLASS.

Boys.

Dennis F. Leary,
Elmer E. Shepard,

William A. Stone,
Richard C. Weis.

Girls.

Mary F. Bangs,
Florence M. Brockway,
Henrietta S. Caverly,
Florence W. Currier,
Leonore Emerson,
Helen B. Foster,
Florence Hill,
Ellen E. Leary,
Ella F. Leavitt,
Harriet W. May,
Mary E. McAllen,
Mary A. O'Hern,
Martha Palmer,
Antoinette L. Pierce,
Nellie Perry,
Emma F. Robinson,
Edith Swan,
Eliza A. Upham,
Mary Waterman,
Laura M. Young.

SECOND YEAR CLASS.

Boys.

William S. Clapp,
James T. Cutler,
Willard O. Hanscom,
Alex. L. Hill,
Joseph D. Snell,
George A. Scott,
William U. Swan,
Arthur S. Tuttle,
Frank Weston.

Girls.

Lilla L. Abbot,
Maggie W. Child,
Elizabeth K. Dearborn,
Annie A. Garland,
Lucy B. Howe,
Eliza F. Howes,
Abbie L. Mack,
Mary A. Merritt,
Evelyn S. Morse,

Katie E. Shea,
Maria A. Shields,
Edith L. Stratton.

CHARLESTOWN HIGH SCHOOL.

FOURTH YEAR CLASS.

Boys.

Charles J. Corwin,
Richard A. Power.

Girls.

Mary G. Fisher,
Carrie A. Fox,
Alice J. Shattuck,
Hattie F. White.

THIRD YEAR CLASS.

Boys.

Edwin W. M. Bailey,
Harrison O. Browning,
Augustus D. Carmichael,
Joseph J. Corbett,
Peter A. Dooley,
Edward Eagan,
Henry J. Files,
Theodore R. Foster,
Robert R. Morton,
Henry Webb.

Girls.

Caroline G. Baker,
Nellie M. Bolster,
Nellie H. Braman,
Edna E. Buck,
Sarah A. Connell,
Jennie F. Dudmun,
Elizabeth J. Doherty,
Nellie F. Gage,
Margaret A. Graham,
Anna A. Groll,
Rosemond S. Hoyt,
Martha G. Josselyn,
Nellie M. Knowles,
Susie Mailman,
M. Catherine McDonald,

Annie M. McGowan,
Alice A. Miller,
Louisa M. Prime,
Maggie F. Rodden,
Cora F. Sawin,
Lizzie Simpson,
E. Gertrude Snow,
Mary L. Swan.

SECOND YEAR CLASS.

Boys.

David L. Day,
Frederic W. Fish,
Charles R. Fultz,
Thomas H. McNellis,
Charles L. Paine,
Charles A. Priest,
Albert G. Seavey,
Frank Seavey,
Henry F. Smith,
Robert D. Waters,
Walter H. Wright,
Franklin B. Young.

Girls.

Margaret E. Begien,
Cora E. Boynton,
Caroline M. Caswell,
Nellie I. Curtis,
E. Florence Emery,
Emma M. Gregory,
Minnie J. Moore,
Fannie L. Page,
Alice M. Raymond,
Sarah E. Seavey,
Emma R. Tower,
Abba L. Ward,
Isabel Whitcomb.

WEST ROXBURY HIGH SCHOOL.

THIRD YEAR CLASS.

Boys.

Samuel J. Bryant,
John J. Dervan,
James F. Smith,

Thomas F. Ward,
Frank B. Witherbee.

Girls.

Katie G. Brennan,
Laura M. Dawson,
Lottie F. Grant,
Ida S. Hammerle,
Effie F. Kimball,
May L. Kinney,
Mary L. Tarr,
Rose B. Torrey.

SECOND YEAR CLASS.

Boys.

Allen F. Brown,
William T. McAfee,
Thomas Morrissey,
Conrad G. Saxer,
Robert W. Scott,
Elwood J. Wilson.

Girls.

Elizabeth Barton,
Florence E. Bryant,
Hope M. Cobb,
Carrie J. Gates,
Emma J. Harmon,
Clara H. Hatch,
Fannie L. Lavender,
Mary E. McDonald,
Nellie G. McDonald,
Emma A. Morville,
Linda C. Nolte,
Mary M. Passmore,
Mary B. Pearce,
Annie Skinner,
Henrietta L. Wallis.

BRIGHTON HIGH SCHOOL.

THIRD YEAR CLASS.

Boys.

Edgar E. Smith.
Samuel Stewart.

Girls.

Winnifred C. Cunningham,
Florence Davenport,
Annie L. Hooker,
Lilian Hooper,
Agnes E. Jones,
Nettie F. Prescott,
Josephine Rice,
Belle K. Sanger,
Maggie I. Scollans,
Hattie F. Smith,
Mary E. Smith,
Mattie H. Stall.

SECOND YEAR CLASS.

Boys.

Eddy E. Corbett,
August Weitz,
George E. Wood.

Girls.

Hattie E. Dupee,
Carrie E. Golden,
Mary C. Trowbridge,
Georgiana A. Washburn,
M. Annie White,
Helen I. Whittemore.

EAST BOSTON HIGH SCHOOL.

SECOND YEAR CLASS.

Boys.

Ferdinand J. Cook,
Frederic W. Day,
Edward A. Haskell,
Willard J. Langell,
Andrew M. Morton,
Albert W. Noll,
Newbert M. Randall,
Cornelius E. Regan,
Hilary T. J. Sweeney,
Edward J. Whalon.

Girls.

Hattie P. Bates,
Hattie M. Bent,

Lizzie I. Bishop,
 Alice M. Crowell,
 Lillian S. Derry,
 Ida A. Frazier,
 Margaret E. Gray,
 Gracie Harrington,
 Emma A. Kenison,
 Katie A. Kiley,
 Gertrude Leighton,
 Esther Messenger,
 Margaret M. Moir,
 Carrie A. Parker,
 Mary A. Robinson.

ADAMS SCHOOL.

Boys.

James E. M. Bigelow,
 Charles A. Corrigan,
 James F. Costello,
 John C. Costello,
 Charles Decker,
 Lincoln G. Demond,
 William H. Ensworth,
 Thomas Hawley,
 Joseph H. McCarthy,
 Clifford E. McField,
 William J. Murphy,
 Henry L. Plummer,
 Ferdinand C. Pote,
 Edward J. Powers,
 William H. Savage,
 Henry F. Schwaar,
 William H. Smith,
 John W. Waugh,
 Edward J. Wellock,
 Francis J. Wilson,
 John J. Wilson.

Girls.

Mabel F. Allison,
 Alice S. Fawcett,
 Annette Lynch,
 Mabelle F. A. Woodbury,
 Mattie C. Young.

ALLSTON SCHOOL.

Boys.

Charles H. Bates,
 Edward R. Brown,
 Willie M. Farrington,
 J. Frost Hubbard,
 Edward R. Morrison,
 Edward J. Pierce,
 Alsom G. Sawyer,
 William R. Smith.

Girls.

Minnie F. Brown,
 Kate J. Coffey,
 Kate A. Duffey,
 Ella A. Hallett,
 Blanche Hooper,
 Hattie A. Kendall,
 Susie E. Monroe,
 Lizzie C. Muldoon,
 Mary L. Muldoon,
 Ellen J. Pond,
 Effie S. Ross,
 Effie G. Rowell,
 Nellie M. Ware,
 Louie W. Warren,
 May E. Woods.

ANDREW SCHOOL.

Boys.

George W. Clough,
 John D. Donovan,
 George Dunn,
 Charles W. Earley,
 Alexander Fryer,
 John J. Garrity,
 Oscar J. Gove,
 Frank E. Gustin,
 John F. M. Lynch,
 John A. Lyons,
 Thomas F. McCabe,
 Charles A. McMorrow,
 James J. O'Brien,
 William J. O'Brien,
 George E. Putnam,
 Maurice J. Reardon,

William De L. Rockwood,
 Evereau B. Wallace,
 George W. W. Whitney.

Girls.

Ellen M. Amery,
 Henrietta F. Flynn,
 Joanna F. Gibbons,
 Susie G. Gustin,
 Anna J. Hill,
 Annie W. Holmes,
 Mary E. Lynch,
 Sarah J. Madden,
 Catherine E. McDonald,
 Mary F. O'Brien,
 Martha E. Whitney.

BENNETT SCHOOL.

Boys.

Thomas W. Brennan,
 John T. Coyle,
 George W. Farrington,
 Benjamin A. Hawley,
 Charles T. Stevens,
 George A. Warren,
 Frederick A. W. Wood.

Girls.

Eva M. Cotton,
 May A. Fiske,
 Mary A. Hickey,
 Hattie Marston,
 Maggie A. O'Connell,
 Jennie J. Smith.

BIGELOW SCHOOL.

Boys.

Lorenzo S. Allen,
 Fred C. Chadbourne,
 James W. Craddock,
 Joseph A. Cummings,
 Charles R. Dillon,
 Francis L. Dowd,
 Lewis A. Dowd,
 Fred R. Dowd,

George H. Drake,
 Joseph C. Dyer,
 Michael J. Field,
 J. Eugene Freeman,
 George B. French,
 David A. Gavagan,
 Augustus H. Hall,
 William O. Hazeltine,
 William P. Hunter,
 Edward S. James,
 William J. Knox,
 Thomas W. Lindsay,
 Willie C. G. Litchfield,
 Frank W. A. Maley,
 Edward E. McAllister,
 Charles McBride,
 Robert D. McMann,
 John H. Muldoon,
 John J. Murray,
 John A. Noonan,
 David J. O'Connell,
 Charles C. Parker,
 William H. Parker,
 James L. Reber,
 Frank Riess,
 John J. Scanlan,
 William H. Shepard,
 Samuel Simon,
 Fred L. Sprague,
 Joseph A. E. Stewart,
 Frank H. Sykes,
 William H. Whyte.

BOWDITCH SCHOOL.

Girls.

Mary J. Breslin,
 Elizabeth G. Butler,
 Mary M. Donovan,
 Mary T. Fleming,
 Ellen V. Griffin,
 Ellen M. Kelley,
 Agnes G. Kenney,
 Annie G. Madden,
 Ellen M. McCarthy,
 Joanna J. O'Brien,
 Margaret E. O'Neil,

Mary A. Powers,
Margaret V. Spillane,
Catherine F. Wheeler,
Mary E. Wiseman.

BOWDOIN SCHOOL.

Girls.

Julia G. Colloton,
Theresa Connor,
Harriet A. Danforth,
Minnie E. Edwards,
Florence M. Greer,
Mindel Harris,
Armenia M. Lawrence,
Elizabeth McCullough,
Harriet A. McManus,
Mary C. Möller,
Sarah G. Pitblado,
Ida E. Riehardson,
Josephine S. Roberts,
Mary R. Rymes,
Clara S. Symonds,
Mary A. Vickers,
• Gertrude L. Watson.

BRIMMER SCHOOL.

George Allen,
Charles O. Barton,
Joseph A. Brainard,
Henry B. Blue,
Thomas F. Callahan,
Benjamin P. Cheney,
Norman P. Cormack,
Richard F. Daly,
Samuel Ehrenreich,
James J. Evans,
James W. Fallon,
Thomas F. Fee,
Edward T. Finnell,
John E. A. Fleming,
Charles W. Hayes,
Frederick R. Hazard,
Hermann Hirschauer,
Thomas E. Johnson,
George N. Jenkins,

John A. Keliher,
Frank K. Kelley,
Henry Krause,
Charles Landeski,
Robert J. Lucey,
C. P. McCaffrey,
Wallace B. Nelson,
Edward P. O'Hara,
William H. Pike,
Adolph Quiring,
Joseph E. Ryan,
J. J. Schriftgiesser,
Henry B. Seche,
James B. Sullivan,
Frederick A. Sutermeister,
Frank M. Thomas,
Frank E. Varney.

BUNKER HILL SCHOOL.

Boys.

Gerard D. Bean,
John H. Coakley,
James P. Cullinane,
Thomas V. Collins,
Neil A. Divver,
Timothy J. Driscoll,
Charles O'Farrar,
Henry H. Fernald,
Arthur E. Fitch,
Michael F. Heavey,
Laurence A. Henchey,
John H. Mahoney,
James J. Morrison,
Charles F. McMullen,
Frank A. Newell,
John F. O'Brien,
Frank C. Schorle,
Edwin J. Waterhouse.

Girls.

Katie T. Brooks,
Minnie H. Bosworth,
Gertie M. Calder,
Lottie S. DeWolf,
Mary E. Dolan,
Florence E. Hall,

Jennie N. Holt,
 Agnes M. Longfellow,
 Addie F. Lannon,
 Eliza F. Lannon,
 Mary L. Mario,
 Annie F. Mahoney,
 Marion H. Pratt,
 Hattie L. Reilly,
 Nellie L. Rodden,
 Mary E. Sweeney,
 Sylvia L. Stanley,
 Emily J. Taylor,
 Myra F. Towle,
 Lilly A. Welch.

CENTRAL SCHOOL.

Boys.

Willie E. Brigham,
 William H. Bryden,
 George F. Burt,
 Stephen H. Carty,
 William E. A. Clough,
 John Erickson,
 Arthur D. Gibson,
 Philip J. Gormley,
 Herbert B. Jenness,
 John D. C. Lynch,
 Frederick E. Margot,
 Frank J. Mosman,
 George B. Pool,
 Frederick Serex,
 Joseph C. Stedman,
 Warren L. Stokes,
 Francis P. Walker,
 Ernest P. Whitten.

CHAPMAN SCHOOL.

Boys.

Frank W. Atwood,
 Richard W. Buntin,
 George M. Davis,
 Harry B. Emmons,
 George A. Everbeck,
 Albert D. Grover,

Charles F. Hargrave,
 Samuel B. Horton,
 Melzar H. Jackson,
 John W. Linnell,
 Lucius C. Litchfield,
 James W. Loveland,
 Frank B. McDewell,
 Charles S. McFarland,
 W. Herbert Randall,
 Bliss W. Robinson,
 George B. Synette,
 Herbert B. Wasgatt,
 John H. Waterhouse.

Girls.

Anna Collins,
 Eva G. Dunnels,
 Elizabeth B. Francis,
 Cora M. Getchell,
 Laura E. Harris,
 Julia M. Knowlton,
 Julia A. Leighton,
 Emma P. Locke,
 Carrie W. Marsh,
 Nellie M. Mayo,
 Ruth A. Odiorne,
 Susan S. Osborne,
 Elizabeth A. Roche,
 Mary A. Scanlon,
 Clara I. Sproule,
 Jessie M. Wilson.

CHARLES SUMNER SCHOOL.

Boys.

Louis L. Cardinal,
 Granville A. Wiswall,
 Henry S. Wolkins.

Girls.

Isabella P. Hatch,
 M. Lillian Marshall,
 Ada Noble,
 Annie M. Orrall,
 Gertrude L. Seaverns.

COMINS SCHOOL.

Boys.

John Collits,
 John W. Fallon,
 Martin Gilbert,
 Henry J. Heeney,
 David J. Lehan,
 Albert C. Lieber,
 James S. Mahoney,
 George M. J. McCullough,
 William L. Mooney,
 Maurice J. Moylan,
 Luke B. Riley,
 William H. Smith,
 John G. Sutherland.

Girls.

Eliza Burnside,
 Minnie Cleary,
 Kate H. Cusack,
 Alice F. Daly,
 Lida F. Evans,
 Maud L. Gilman,
 Mary F. Graham,
 Margaret E. Griffin,
 Annie M. Harms,
 Mary E. Hayes,
 Margaret L. Hunter,
 Rebecca Jackson,
 Mary J. Kinney,
 Mary A. R. Kohler,
 Lizzie A. Mahoney,
 Nellie C. Melling,
 Ida F. Moore,
 Emma Proessdorf.

DEARBORN SCHOOL.

Boys.

Arthur M. Brown,
 Thomas V. Coyle,
 Edwin S. Fields,
 Stephen A. Jennings,
 William M. Kendricken,
 Paul J. Kendricken,

Alexander J. Lanergan,
 John E. Leonard,
 Walter H. Mathews,
 John H. McCarthy,
 Charles S. O'Brien,
 Thomas J. Plunkett,
 Edward A. Quirk,
 Thomas H. Ratigan,
 George A. Reardon,
 Edward W. Sawyer.

Girls.

Lizzie P. Albert,
 Mary E. Bartlett,
 Nellie F. Decatur,
 Mabel L. Edmands,
 Marie R. Endres,
 Mary A. Hammond,
 Mabel A. Hanscom,
 Agnes B. Hudson,
 Nellie A. Kelley,
 May E. Moffitt,
 Mary E. Mulvee,
 Hannah G. Ratigan,
 Hattie S. Reiley,
 Lillian H. Rowe,
 Alice F. Tonkin,
 Louise M. Wilson.

DILLAWAY SCHOOL.

Girls.

Rosa M. Abele,
 Mary C. Barry,
 Elizabeth M. Blackburn,
 Mary E. Bradford,
 Alice S. Clark,
 Wilhelmina J. Doering,
 Grace G. Emery,
 Marie L. Garceau,
 Mary Greene,
 Gertrude Halladay,
 Mary G. Holland,
 Florence H. Kurtz,
 Elizabeth Lamb,
 Susie T. Lewis,
 Elizabeth J. Merrill,

Mae Milliken,
 Catherine V. Murray,
 Esther E. Partridge,
 Helen P. Payson,
 Harriet L. Porter,
 Fanny L. Rogers,
 Hannah G. Ryan,
 Catherine F. Slattery,
 Mary G. Taylor,
 Effie G. Taylor,
 Henrietta B. Tuttle,
 Agnes A. Watson,
 Florence White.

DORCHESTER-EVERETT SCHOOL.

Boys.

George H. Ellis,
 Frank E. Fowler,
 Frederick J. Gough,
 John L. Shorey,
 William Spurr,
 Clarence A. Van Wart,
 Charles Waterman,
 Frank H. Wheeler.

Girls.

Annie E. Apthorp,
 Minnie W. Ballard,
 Nellie F. Burnham,
 Frances C. Carroll,
 Jennie F. Duffee,
 Gertrude A. Erickson,
 Lillie A. Towle,
 Florence E. Griswold,
 Nancy B. Lawrence,
 Margaret A. McCarthy,
 Elizabeth A. McNulty,
 Isadora Orcutt,
 Margaret McN. Webster,
 Annie F. Wesson.

DUDLEY SCHOOL.

Boys.

Frank C. Allen,
 Charles H. Altmiller,

William S. Backup,
 Anselm L. Bacon,
 William C. Brooks,
 Fred W. Bumpus,
 Charles E. Cartwright,
 Fred T. Childs,
 William G. Cousens,
 Allen B. Davenport,
 Fred A. Donnelly,
 James L. Fairbanks,
 Walter E. Lewis,
 John S. Mahoney,
 Henry J. McIntyre,
 Walter F. Murray,
 Garrett D. Roach,
 William Robertson, Jr.,
 Nathan S. Robinson,
 Emmet W. Roche,
 John A. Schumacher,
 Edwin A. Stetson,
 George F. Wilde, Jr.,
 Herbert C. Wirt.

DWIGHT SCHOOL.

Boys.

Leonard D. Ahl,
 Morton G. Baldwin,
 Howard M. Ballou,
 Jacob M. Bornstein,
 George E. Bruce,
 Francis A. Burns,
 Charles S. Burr,
 Lincoln I. Burt,
 William A. Conant,
 Herbert T. Davis,
 William F. Dixon,
 Thomas W. Farnsworth,
 James E. Fee,
 Richard F. Gallivan,
 George E. Glover,
 David M. Golden,
 Edward S. Goulston, Jr.,
 James W. Guard,
 Herbert E. Gutterson,
 George E. Hanson,
 James B. Heanue,

Albert H. Horne,
 Coleman J. Joel,
 James A. Jones,
 Arthur W. Klaus,
 Charles Lehmann,
 James J. McClure,
 Francis I. Meston,
 George H. Mills, Jr.,
 John M. Murphy,
 Smith B. Newell,
 Arthur C. Nichols,
 Frank A. Norman,
 Arthur N. B. Onthank,
 Charles E. Patch,
 Frederic I. Reed,
 Edward G. Roberts,
 G. Carlton Russell,
 Willie P. Shepard,
 George T. Tannam,
 Eustis Towle,
 Frank Van Raalte,
 Luther E. Wiggin,
 Frank W. Witherell.

ELIOT SCHOOL.

Boys.

John H. Bird,
 Michael F. Carney,
 John P. Dacey,
 George S. Dietrich,
 Neil F. Doherty,
 John E. Donahoe,
 Thomas E. Evans,
 Alex W. Hallenborg,
 John E. Kane,
 Robert J. Kane,
 Francis J. Keany,
 Ernst H. Koop,
 John J. Leary,
 Andrew A. Lowrey,
 Thomas F. Madden,
 Patrick H. Maloney,
 Joseph B. Marshall,
 Thomas J. Murphy,
 John J. McDonough,
 Charles W. McNeil,

Richard J. O'Neil,
 John J. Quinn,
 Daniel H. Rodgers,
 John J. Ryan,
 John E. Sandmann,
 Patrick J. Sheehan,
 James T. Watson,
 Isaac Wingersky.

EMERSON SCHOOL.

Boys.

George W. A. Bradlee,
 Henry H. Brown,
 Thomas F. Gardner,
 Christopher H. Gifford,
 James E. McCallum,
 Francis D. Murphy,
 Thomas J. O'Brien,
 Joseph C. Page,
 Frederick S. Palmer,
 Ervine Richardson,
 William P. Sawyer.

Girls.

Jessie M. Doane,
 Elizabeth A. Frobesse,
 Susie W. Haggerty,
 Martha S. Harding,
 Ella F. Hendry,
 Emily R. Kennedy,
 Minnie F. Lombard,
 Nettie S. Manson,
 Jennie R. McCain,
 Julia F. McIntyre,
 Elva M. Motte,
 Bridget M. O'Melia,
 Kittie B. Palmer,
 Mary A. Parker,
 Mary L. Powers,
 Wilhelmina Scott,
 Harriet C. Spare,
 Reseda Spaulding,
 Mary E. Sullivan,
 Susan E. Waterbury,
 Lillian S. Wilkins.

EVERETT SCHOOL.

Girls.

Emmie O. Beckford,
Theresa Bornstein,
Abbie L. Butler,
Ella T. Burgess,
Mary L. Byrne,
Florence E. Chase,
Mabel L. Chase,
Catherine J. Collins,
Helen M. Cunningham,
Lizzie Davidson,
Clara E. Fairbanks,
Florence T. Follett,
Etta L. Freeman,
Annie M. Gannon,
Carrie G. Greene,
Margaret E. Hand,
Mary E. Hayes,
Emily K. Ide,
Margaret A. Kelly,
Elizabeth Kendall,
Martha Luce,
Nellie G. McElwain,
Barbara J. Morrison,
Nettie A. Nelson,
Mary E. O'Brien,
Caroline H. Orth,
Ruth H. Parker,
Nellie G. Philbrook,
Lilla P. Pierce,
Mabel K. Remick,
Gertrude Savage,
Maude G. Sanderson,
Annie M. Smith,
Alice M. Starkweather,
Florence T. Stimpson,
Edith Stevens,
Maud Tenney,
Sophia H. Uriott,
Maud Warner,
Mabel D. Weed,
Fannie A. Winn,
Gertrude F. Willett.

FRANKLIN SCHOOL.

Girls.

Bertha M. Arnold,
Alice M. Barber,
Isabel F. Barnes,
Emily F. Barry,
Isabel M. Bennett,
Olivia C. Burnham,
May N. Chamberlin,
Bertha W. Clark,
Mary F. Coffin,
Alice I. Crawford,
Margaret A. Cronan,
Lottie M. Culver,
Carrie L. Dinzey,
Edith H. Dyer,
Marietta T. Farrington,
Eliza A. Fernald,
Mary G. Finnegan,
Sarah Fishel,
Amy K. Girdler,
Georgie I. Goodwin,
May Bel Haskins,
Matilda W. Hayford,
Kate F. Hobart,
Mary E. Hurley,
Jennie Johnstone,
Minnie C. Knappe,
Mary Levins,
Agnes A. Magoun,
Mary J. Mara,
Miriam E. Marston,
Sarah Masse,
Sarah Nordenshiold,
Edith R. Nute,
Mary H. O'Brien,
Helen E. Risteen,
Ella Smith,
Millie H. Taylor,
Lizzie Thayer,
Lizzie M. Wade,
Emma B. Walker,
Annie M. Wood.

FROTHINGHAM SCHOOL.

Boys.

William T. Buridge,
Daniel W. Cronin,
William S. F. Davis,
Richard Devens,
Harry F. Devens,
Edwin F. Green,
Francis J. Hart,
George H. Kincaid,
James F. McMahan.

Girls.

Sarah E. Adams,
Rosa E. Bennett,
Ellen Cotter,
Lucy J. Crandall,
Annie T. Donahoe,
Nellie J. Dunton,
Mattie S. Eldridge,
Ellen F. Groll,
Frances T. Groll,
S. Gertrude Hart,
Nellie P. Hayden,
Annie E. Holton,
Annie C. Johnson,
Nellie L. Kelley,
Cora E. Leman,
Mary J. Mahoney,
M. Loetta Moore,
Annie C. Randall,
Mary E. Rodden.

GASTON SCHOOL.

Girls.

Pauline D. Baker,
Jane A. Cady,
Flora E. Chapman,
Hannah E. Cotter,
Ellen V. Courtney,
Beatrice A. Crowhurst,
Annie A. Dowd,
Alice G. Foster,
Fannie P. Gage,
Louise S. Girardin,

Elizabeth F. Halligan,
May M. Ham,
Carrie M. Hanson,
Stasia G. Hyde,
A. Maud Joslin,
Lizzie B. Langley,
Carrie W. Lovering,
Rose C. McGinness,
Ellen E. Murray,
Lydia A. Newcomb,
Florence M. Perry,
M. Gertrude Pope,
Nellie F. Read,
Maggie T. Reynolds,
Mary C. Setchell,
Eva A. Watson,
Fannie B. Whitten,
Bertha F. Wilder,
Mabel Winslow.

GIBSON SCHOOL.

Boys.

James P. Bird,
William M. Fogg,
Charles H. Hewins,
Timothy F. Hickey,
Howard Laws,
James H. Littlefield.

Girls.

Mary Dillon,
Mary C. Dugan,
Jennie L. Gill,
Theresa A. Kirby,
Mabel L. Smith,
Mary E. H. Turley,
Jennie W. Weaver,
Mary Welsh,
Carrie L. Whitcomb.

HANCOCK SCHOOL.

Jennie Cunningham,
Frances Duddy,
Lillian M. Eldridge,
Katie B. Foley,
Rachel Goldstein,

Etta A. Law,
 Nellie F. Leary,
 Lida J. Low,
 Jennie J. Martin,
 Gertrude A. McCarthy,
 Annie M. McLaughlin,
 Mary J. Murray,
 Margaret A. Nichols,
 Mary C. Pastene,
 Florence E. Phillips,
 Genevieve C. Roach,
 Mary F. Roach,
 Hannah E. Sullivan,
 Katie F. Sullivan,
 Henrietta Thompson,
 Lida E. Varney,
 Susan Wyzanski.

HARRIS SCHOOL.

Boys.

Alonzo A. Cole,
 John N. Drake,
 Herbert C. Glover,
 William E. Mansfield,
 Henry A. McCurdy,
 A. Lincoln Morse,
 Walter F. Norman,
 Joseph E. Rourke,
 John Welsh,
 Charles A. Young.

Girls.

Arietta J. Alexander,
 Helen A. Balou,
 Mattie R. Breckenridge,
 Ida F. Burrows,
 Esther M. Cox,
 Julia Coffey
 Estelle I. Chandler,
 Lucy G. Flusk,
 Hortense Foster,
 Alice M. Greely,
 Hattie W. Soule,
 Carrie A. Whitaker,
 Lillian F. Young.

HARVARD SCHOOL.

Boys.

Willis C. Corey,
 John W. Crowley,
 Edmond F. Danehy,
 James W. O'Brien,
 George J. O'Hara,
 Edward Schwab,
 Walter E. Stetson,
 Clarence S. Tucker,
 Eugene C. Wheeler.

Girls.

Marion M. Burchill,
 Sarah E. Burkitt,
 Ella M. Clark,
 Grace D. Coll,
 Eva L. Conkey,
 Edith M. Cormier,
 Carrie L. Harding,
 Mary L. Harris,
 Tressa B. Klous,
 Mary E. McCarthy,
 Lizzie A. Murphy,
 Carrie E. Otis,
 Alice S. Robinson,
 Abbie E. Rice,
 Louise Sargent,
 Olive J. Sawyer.

HILLSIDE SCHOOL.

Girls.

Caroline Barton,
 Mattie M. Brown,
 Nellie P. Byron,
 Elizabeth R. Carty,
 Fanny E. Coc,
 Annie C. Gemeiner,
 Alice G. Leach,
 Abbie L. Mayo,
 Emma L. McDonald,
 Carrie J. Mills,
 Emma Riddell,
 Louise Schweizer,
 Ella H. Shaw,

Emma L. Shaw,
Eula G. Smith,
Annie C. Stedman,
Kate L. Tuttle,
Elizabeth L. Vaughan,
Edith Wallace,
Ida C. Wallis,
Susie H. Waterman,
Louise Weillhart,
Ida J. Whitten.

LAWRENCE SCHOOL.

Boys.

John J. Daley,
James J. Delancy,
Thomas A. Denson,
James P. Doyle,
Thomas F. Fenton,
Thomas J. Fitzsimmons,
John E. Flynn,
William J. Gallagher,
Thomas J. Garagan,
Joseph F. Godfrey,
William J. Haines,
John F. Harrigan,
Albert M. Horte,
Martin J. Kelley,
Patrick J. Mahoney,
Joseph P. Manning,
William H. McKay,
Joseph A. Mullen,
Patrick J. Mullen,
Richard J. O'Connell,
James J. Riley,
Daniel J. Sullivan,
John F. Sullivan,
Edward A. Tracy,
Patrick A. Tracy,
Joseph F. Whalen,
Edward J. White,
Francis T. Wilson.

LEWIS SCHOOL.

Boys.

George W. Bagnall,
Charles H. Bolles, Jr.,
Charles R. Brown,

Joseph H. Butler,
George H. Corthell,
Frederick W. Crombie,
Arthur T. Dyer,
Charles E. Folsom,
Arthur H. Frost,
Daniel Herlihy,
Frederick S. Hovey,
Charles W. Huse,
Daniel D. Kearns,
Lawrence P. Land,
Otis E. Mansur,
Walter P. Morrow,
John T. Mullen,
Frederic S. Saxton,
George T. Sampson,
Howard P. Simmons.

Girls.

Grace Anderson,
Marcia E. Bacheldor,
Jennie F. Burton,
Alice B. Calrow,
Lydia A. Chase,
Annie B. Cox,
Lily B. Cram,
Carrie M. Crawford,
Bertha F. Cudworth,
Josephine P. Caffrey,
Susie W. Danforth,
Lucia A. Ferguson,
Lizzie C. Finney,
Rebecca B. Folger,
Lucy B. Foster,
Susan S. Harrington,
Alice E. Haynes,
Ida I. Hennessey,
Mary L. Hennessey,
Carrie Mooers,
Mabel F. Phinney,
Susie F. Rhoades,
Elizabeth A. Sawyer,
Grace S. Varney,
Grace E. Wilkins,
Clara M. Woods,
Frances Zirngiebel,
Mary L. Huse.

LINCOLN SCHOOL.

Boys.

William F. Aubens,
 Roland M. Baker,
 Arthur V. Barnes,
 William J. Barrett,
 Joseph L. Buckley,
 Frank Barry,
 Frank I. Bieler,
 William Barrett,
 Theodore P. Cabot,
 William O. Coleman,
 William Craig,
 Arthur J. Collins,
 William H. Cunningham,
 Michael J. Curran,
 Alvin D. Dorr,
 John J. Driscoll,
 Herbert M. Dodge,
 Louis A. Ferguson,
 James F. Gleeson,
 Frank A. Lord,
 John J. Mullin,
 Francis J. McDonough,
 Fred F. Moffett,
 Robert W. McLaughlin,
 Robert E. Morris,
 Fred McDonough,
 William H. Murphy,
 Henry W. Münch,
 John McGlinchy,
 Frank E. Park.
 Edward L. Pond,
 Thomas F. Rielly,
 Theon B. Rich,
 Charles M. Richardson,
 James F. Rigney,
 Robert L. Stedman,
 Cyrus T. Small,
 Albert E. Smith,
 Fred Schofield,
 Charles A. Woodsom,
 Fred L. White,
 Frank J. Wellar,
 William H. Whelan,
 Joseph C. Welch.

LOWELL SCHOOL.

Boys.

James P. Burns,
 Amory H. Davis,
 George H. Killion,
 Thomas M. Kenney,
 Edward McAvoy,
 Thomas A. McKenna,
 Edwin C. Marden,
 George J. Mullen,
 William F. Paskell,
 Frederick G. Rice,
 William H. Smyth,
 Louis Weiler.

Girls.

Annie A. Burke,
 Emma F. Bellows,
 Sadie M. Collins,
 Alice E. Decatur,
 Mary E. Glennon,
 Margaret W. Herriott,
 Alice L. Hewitt,
 Nellie M. Howes,
 Agnes T. Kilroy,
 Charlotte E. Kelly,
 Elizabeth A. Keefe,
 Albertie T. Lane,
 Annie M. Lord,
 Isabella J. Loughlin,
 Alice A. Miller,
 Minnie H. Rogers,
 Ethel A. Reynolds,
 Mary L. Stodder.

LYMAN SCHOOL.

Boys.

Peter J. Callahan,
 William A. Carter,
 Ermin A. Clement,
 William E. W. Conway,
 James E. Doherty,
 Ralph P. Farnham,
 Michael W. Glavin,
 George U. G. Holman,

Timothy J. Hurley,
William B. Jackson,
William T. Keough,
Joseph W. McIntyre,
Patrick L. Minehan,
Abraham L. Mitchell,
Edward A. Wall,
Fred L. Wetherbee.

Girls.

Frances Burr,
Jennie M. Coombs,
Almeda F. Durgin,
Zoe D. Eldredge,
Jessie C. Fraser,
Janet Freer,
Jennie L. Marston,
Helen J. Morris,
Nellie M. Porter,
Virginia A. Rollins.

MATHER SCHOOL.

Boys.

Joseph J. Baguley,
Merrill N. Bent,
Alfred M. Bent,
Burpee Piper,
Allen Roberts.

Girls.

Eudora B. Baguley,
Ida F. Buek,
Annie Chapman,
Annie G. Haggerty,
Helen S. Jackson,
Madeline E. Jasper,
Catherine F. Kelly,
Alice A. Merrill,
Ellen T. Murphy,
Isabella R. Murrie,
Mary E. Sheehan,
Ada J. Sherman,
Mary A. Todd.

MINOT SCHOOL.

Boys.

Henry W. Adams,
Albion I. Dixon,
Michael R. Hurley,
William N. Mears,
John P. Riley,
William P. Whitmarsh.

Girls.

Nettie L. Blanchard,
Marion W. Coville,
Lottie R. Curtis,
Lillian Gordon,
M. Caroline Hadlock,
Martha A. Mears,
M. Ella Tuttle,
Etta M. Wight.

MOUNT VERNON SCHOOL.

Boys.

Arthur J. Crockett,
Fred A. Lovejoy,
Horace G. Morse,
John F. Peters,
G. Homer Smith,
Charles W. Whittemore,
John H. White.

Girls.

Carrie C. Bartlett,
Sabina E. McLaughlin,
Lizzie J. McNamara,
Theresa L. Peters,
Clara E. Waterman.

NORCROSS SCHOOL.

Girls.

Annie E. Bennett,
Susan L. Brady,
Elizabeth G. Blackwell,
Ellen G. Carey,
Ellen A. Connelly,

Mary J. Conners,
Elizabeth G. Costello,
Marie Carven,
Deborah V. Duffin,
Ellen E. Doyle,
Annie M. Fraher,
Emma F. Flynn,
Mary J. Godfrey,
Mary K. Grant,
Ellen C. Hayes,
Mary E. King,
Mary F. Kersey,
Margaret G. McCarthy,
Frances H. McNally,
Christina L. McClosky,
Abbie F. McDonough,
Isabella J. Murray,
Hattie M. Nowlin,
Katharine M. O'Donnell,
Elizabeth T. Perkins,
Eugenia M. Povah,
Margaret J. Reilly,
Mary E. St. Croix,
Adelaide E. Seimers,
Emma J. Spellman,
Mary J. Toomey,
Sarah E. Walker.

PHILLIPS SCHOOL.

Boys.

Joseph G. Anderson,
Bernard Berenson,
Francis B. Carney,
Charles T. Choate,
Richard A. Coleman,
J. Heron Comer,
William A. Fisher,
William H. Flynn,
Arthur A. Foster,
Albert H. Hall,
William I. Haywood,
Daniel F. Horgan,
Charles O. Howe,
David T. King,
George G. Moore,
John O'Connor,

Jacob W. Powell,
William H. Rich,
Charles W. Searles,
George P. Sullivan,
George B. S. Taylor,
Henry C. Thomson,
William O. Tucker,
Fred G. Wilson,
Joseph Wing.

PRESCOTT SCHOOL.

Boys.

John W. Campbell,
John P. Freeman,
Frank Harkins,
George L. Howard,
Edward D. Howland,
William C. Keene,
Patrick H. Kelley,
Timothy Lynch,
Charles J. McDonald,
William E. Riley,
Philip F. Shaw.

Girls.

Adelia E. Cotton,
Caroline J. Duff,
Susan V. Gaines,
Elizabeth Gerrish,
Mary Gerrish,
Ellen G. Griffin,
Clara A. Horne,
Harriet E. Josselyn,
Mary E. Kelley,
Sarah F. Kenney,
Mabel L. Kirkland,
Alice E. McCulloch,
Annie W. Prior,
Almira E. Rich,
Stella Richards,
Lilla M. Robbins,
Annie E. Smith,
Hattie B. Snow,
Hattie J. Southwick,
Catharine A. Sweeney,
Henrietta Upham,
Lizzie M. Upham.

PRINCE SCHOOL.

Boys.

Franklin Henshaw,
Frank B. Kennard,
Frank K. Mitchell,
Herbert W. Nelson,
Calvin G. Page.

Girls.

Annie A. W. Andrews,
Harriet J. Bacon,
Sarah F. Bates,
Emma J. Black,
Kitty L. G. Campbell,
Alice S. Cheney,
Hortense Clary,
Grace Cutler,
Marion B. Dame,
Bessie M. Garritt,
Rosa B. Lavalley,
Evelyn Lee,
Edith M. Melcher,
Edith C. Parker,
Lily R. Pettigrew,
Kate S. Reed.

QUINCY SCHOOL.

Boys.

William F. Cahalan,
James B. Clancy,
Thomas J. Collins,
Dennis J. Crowley,
John J. Desmond,
Joseph A. Fennelly,
Charles F. Gaynor,
Edward H. Gilman,
John F. Hart,
Vincent A. Holland,
Patrick H. Hourihan,
Edward J. Kelly,
Andrew P. Lane,
John B. Mahopey,
Timothy McCarthy,
James L. McDermott,
John J. McGonegle,

Michael F. Meagher,
Daniel J. Murphy,
James T. Murtagh,
George E. F. O'Brien,
Thomas W. O'Brien,
Michael O'Keefe,
John T. Powers,
John C. Sullivan,
Francis D. Sweeney,
James E. A. Sweeney,
John J. Sweeney,
Morgan P. Sweeney.

RICE SCHOOL.

Boys.

Donald M. Blair,
George S. Baldwin,
James C. Baldwin,
George G. Berry,
Andrew B. Briggs,
Arthur H. Chester,
Dudley B. Child,
Edgar O. Cogswell,
Arthur J. Conner,
Charles W. Connery,
John B. Darling,
Paul Dean,
John A. Doherty,
Edgar F. Dutton,
George W. Egerton,
Arthur J. Hall,
Herbert D. Heathfield,
Arthur H. Johnson,
Charles E. Kilduff,
Louis W. McAloon,
Walter Messinger,
Frank E. Parker,
David E. Perkins,
Washington H. Pickering,
Everett L. Pope,
Norton I. Pope,
John E. Ray,
Alvah C. Risteen,
Homer E. Sawyer,
Arthur W. Susmann,

Charles S. Waterhouse,
Edgar P. Weston,
William S. Wheeler,
George T. Young,
William H. Young.

SHERWIN SCHOOL.

Boys.

Frank E. Allen,
William H. Aston,
Allen H. Bent,
Thomas W. Barry,
Edwin W. Cox,
Trefflé Gervais,
William G. Moulton,
William H. O'Hara,
Nicholas V. Pyl,
Charles B. Sweat,
Patrick W. Traey.

Girls.

Annie A. Bennie,
Bertha B. Burnham,
Lizzie Beatty,
Annie J. Brady,
Annie M. Barnes,
Eva L. Deuel,
Agnes M. Faulkner,
Sarah Gotthardt,
Mary A. Higgins,
Mary W. Harding,
Sarah F. Herthel,
Agnes T. Harrington,
Emma F. Kelkup,
Annie B. Lyons,
Nettie A. Nash,
Etta J. Neal,
Eliza Patterson,
Jennie B. Parker,
Hannah E. Skoog,
Louisa M. Schaab,
Rachel A. Sadler,
Anastasia S. Tobin,
Amelia M. Wolfe,
Lucretia M. F. Xavier.

SHURTLEFF SCHOOL.

Girls.

Amy F. Acton,
Edith G. Andrews,
Cora E. Bailey,
Mary A. Berry,
Emily H. Bright,
Mary A. Carolan,
Mary H. Coffey,
Hattie M. Coffin,
Mary E. Corbett,
Addie C. Downes,
Mary E. Dunn,
Nettie M. Elms,
Serether B. Flynn,
Hattie B. Flynn,
Grace J. Freeman,
Katie F. Garvey,
Cynthia J. Geddes,
Mary T. Giblin,
Helen M. Griffin,
Annie G. Hall,
Nettie A. Hamor,
Mary L. Hearn,
Alice H. Johnston,
Lizzie C. Kammerer,
Willa G. Kimball,
Addie B. Knowles,
Anna E. Lanning,
Emma M. LeFevre,
May L. Lovett,
Lottie B. Lucas,
Alice A. Marks,
Nellie M. Mason,
Mary F. McGovern,
Lizzie S. Meredith,
Mary E. Murphy,
Agnes O'Harra,
Nettie L. O'Hearn,
Susie E. Parker,
Florence A. Rand,
Nettie C. Ridings,
Mary A. T. Russell,
Mattie F. Ryder,
Lillian M. Ryder,
Lizzie C. Sanger,

Lina S. Smith,
Edith H. Sumner,
Agnes C. Suter,
Emma F. Thomas,
Lizzie C. Timmins,
Minnie E. Tingley,
Lora M. Vose.

STOUGHTON SCHOOL.

Boys.

Willard C. Cook,
Henry W. Cook,
Martin O. Daly,
George A. Dalton,
Albert C. Davis,
Charles E. Hallett,
John G. Karle,
Charles H. Lord,
Jonas W. Powers,
Howard E. Roper,
William W. Scott,
Charles H. Woods.

Girls.

Emma L. Bellows,
Edith M. Blake,
Susan J. Clough,
Etta F. Grant,
Frances M. Murray,
Alice G. Scott,
Almira P. Scott,
Mary L. Whalen.

TILESTON SCHOOL.

Boys.

William H. Cook,
Georgo H. Fenno.

Girls.

Myrtie A. Cook,
Florence H. McKenna,
Mary Mossman,
A. Charlena Smallidge,

Kate Smart,
May Smart.

WARREN SCHOOL.

Boys.

Howard E. Brann,
William J. Biddles,
Albert A. Crocker,
Malachi J. Callaghan,
Henry F. Craig,
George E. Chase,
Albert E. Carr,
George A. Doyle,
Sammuel M. Felton,
Henry Hannon,
George A. Hanson,
Edward P. Litchfield,
Eugene W. Lewis,
Charles A. Paine,
Abbott H. Rollins,
Joseph E. Sweatt,
Francis J. Sullivan,
Warren M. Tuesley,
Nathaniel S. Woods,
George R. Williams,
Frederic L. Whittemore.

Girls.

Myra E. Burdick,
Luella C. Chandler,
Gladys M. Daniels,
Sarah A. Graves,
Martha C. Garey,
Jennie A. Hall,
Lettie S. Mamilton,
Ellen A. Lombard,
Annie G. Loring,
Olive M. Langley,
Lizzie A. Newcomb,
Sarah B. Peirce,
Ann J. Ross,
Alice G. Sawyer,
Alice B. Tuesley,
Madeline H. Taylor,
Emilie V. Vivian,
Mattie E. White.

WELLS SCHOOL.

Girls.

Lydia E. Allard.
 Mary A. Burke,
 Lillian M. Burkman,
 Lucy A. Campbell,
 Mary B. Chisholm,
 Hester A. Coffin,
 Margaret S. Cunningham,
 Dora A. Dailey,
 Katie T. Derham,
 Hattie G. Dodge,
 Mary A. Dolan,
 Nellie G. Farren,
 Mary F. Foley,
 Emeline F. Gillispie,
 Cornelia S. Hawkins,
 Mary L. Higgins,
 Jeanne A. Kimberly,
 Mattie E. Knox,
 Louise Milliken,
 Susie F. McGinness,
 Matilda F. O'Donnell,
 Maud E. Pinkham,
 Maud J. Seavey,
 Mary Sliney.

WINTHIROP SCHOOL.

Girls.

Amelia Alexander,
 Hattie A. Barnard,
 Mary A. Barney,
 Nellie M. Barry,
 Annie L. Bell,
 Georgie I. Brown,
 Annie L. Butler,
 Mary E. Connor,
 Elizabeth J. Cutter,
 Susan V. Finnegan,

Annie Fishel,
 Clara A. Ford,
 Annie L. Gitto,
 Lillie L. Gitto,
 Annie F. Hallisey,
 Julia B. Hatch,
 Annie E. Hathaway,
 Agnes M. Hawley,
 Sarah R. Higgins,
 Hattie N. Hill,
 Lizzie M. Ireland,
 Ella M. Jewett,
 Louisa Johnson,
 Mary A. Kelleher,
 Lillian S. Knight,
 Mary A. Kruse,
 Rachel Levi,
 Minnie B. Lincoln,
 Rosa C. Louis,
 Lillia D. Mansfield,
 Sarah J. McAleer,
 Margaret M. J. McCarthy,
 Mary A. McCarthy,
 Minnie A. McGowan,
 Ella McKenney,
 Julia L. McNally,
 Mary L. Moore,
 Katherine E. Murphy,
 Anna F. Prince,
 Minnie A. Riley,
 Mary E. Sheehan,
 Flora M. Smith,
 Gertrude A. Smith,
 Joanna F. Sullivan,
 Mary L. Smith,
 Adelaide Sonneman,
 Katherine C. Sullivan,
 Katie E. Wakefield,
 Annie F. Walther,
 Annie M. Wilson,
 Clara Zoebusch.

R O S T E R
OF THE
BOSTON SCHOOL REGIMENT.
1880-81.

ROSTER

OF THE

BOSTON SCHOOL REGIMENT.

1880-81.

Colonel. — George R. Nutter (Latin School).

Lieutenant-Colonel. — Samuel K. Sanford (English High School).

FIRST BATTALION. — LATIN SCHOOL.

Major. — Louis L. Jackson.

Adjutant. — Henry M. Williams.

Quartermaster. — Charles A. Peterson.

Sergeant-Major. — Robert D. Smith.

COMPANY A.

Captain. — Charles F. Gilman.

First Lieutenant. — Lawrence Litchfield.

Second Lieutenant. — William S. Kimball.

First Sergeant. — Leo R. Lewis.

COMPANY B.

Captain. — Charles F. Spring.

First Lieutenant. — Reuben Peterson.

Second Lieutenant. — Ferdinand W. Batchelder.

First Sergeant. — Frederick S. Young.

COMPANY C.

Captain. — Albion O. Wetherbee.

First Lieutenant. — James D. Kimball.

Second Lieutenant. — Dwight Baldwin.

First Sergeant. — Silas A. Houghton.

COMPANY D.

Captain. — Victor C. Alderson.
First Lieutenant. — Timothy J. Mahoney.
Second Lieutenant. — Warner S. Richards.
First Sergeant. — James Shepherd.

COMPANY E.

Captain. — Thomas T. Baldwin.
First Lieutenant. — Frank B. Upham.
Second Lieutenant. — Robert S. Bickford.
First Sergeant. — Carleton Mosely.

COMPANY F.

Captain. — John E. Butler.
First Lieutenant. — Ernest H. Smith.
Second Lieutenant. — Edson L. Whitney.
First Sergeant. — Emery H. Rogers.

SECOND BATTALION.—ENGLISH HIGH SCHOOL.

Major. — L. M. Bouvé.
Adjutant. — B. P. C. Clapp.
Quartermaster. — H. J. Hooker.
Sergeant Major. — R. F. Stahl.

COMPANY A.

Captain. — G. B. Sanford.
First Lieutenant. — G. H. Faxon.
Second Lieutenant. — L. Webb.

COMPANY B.

Captain. — J. H. Johnson.
First Lieutenant. — I. Richardson.
Second Lieutenant. — W. H. Lord.

COMPANY C.

Captain. — H. G. Lord.
First Lieutenant. — W. B. Crocker.
Second Lieutenant. — L. P. Millet.

COMPANY D.

Captain. — E. H. Moore.
First Lieutenant. — E. H. Dewson, Jr.
Second Lieutenant. — H. M. Faxon.

THIRD BATTALION. — ENGLISH HIGH SCHOOL.

Major. — J. A. McKim.
Adjutant. — W. G. Morey.
Quartermaster. — E. Morss.
Sergeant-Major. — F. H. Randall.

COMPANY A.

Captain. — F. T. Kenah.
First Lieutenant. — J. E. Carter.
Second Lieutenant. — J. E. Nute.

COMPANY B.

Captain. — F. L. Locke.
First Lieutenant. — W. T. S. Wardwell.
Second Lieutenant. — P. H. Corcoran.

COMPANY C.

Captain. — H. L. Rice.
First Lieutenant. — S. H. Whidden.
Second Lieutenant. — F. Hausmann.

COMPANY D.

Captain. — J. P. Nolan.
First Lieutenant. — E. C. Gage.
Second Lieutenant. — H. A. Richards.

FOURTH BATTALION.

Major. — Herbert A. Austin (Roxbury High School).
Adjutant. — S. Nichols (Roxbury Latin School).
Quartermaster. — G. Richards (Roxbury High School).
Sergeant-Major. — W. A. Woodside (Roxbury Latin School).

COMPANY A. — ROXBURY HIGH SCHOOL.

Captain. — C. R. Richards.
First Lieutenant. — C. Butterfield.
Second Lieutenant. — H. J. Maffet.

COMPANY B. — DORCHESTER HIGH SCHOOL.

Captain. — W. A. Stone.
First Lieutenant. — Elmar E. Sheppard.
Second Lieutenant. — Richard C. Weis.

COMPANY C. — ROXBURY HIGH SCHOOL.

Captain. — Louis J. Bond.*First Lieutenant.* — C. Ziegler.*Second Lieutenant.* — E. Seaverns.

COMPANY D. — ROXBURY LATIN SCHOOL.

Captain. — W. H. Baldwin.*First Lieutenant.* — W. M. Farwell.*Second Lieutenant.* — E. H. Mumford.

COMPANY E. — ROXBURY LATIN SCHOOL.

Captain. — M. L. Bradford.*First Lieutenant.* — H. D. Arnold.*Second Lieutenant.* — W. H. Hastings.

COMPANY F. — CHARLESTOWN HIGH SCHOOL.

Captain. — W. A. Adams.*First Lieutenant.* — C. W. Bailey.*Second Lieutenant.* — J. H. Viles.

COMPANY G. — BRIGHTON HIGH SCHOOL.

Captain. — E. E. Smith.*First Lieutenant.* — J. Frank Davenport.*Second Lieutenant.* — Frank A. Smith.

COMPANY H. — WEST ROXBURY HIGH SCHOOL.

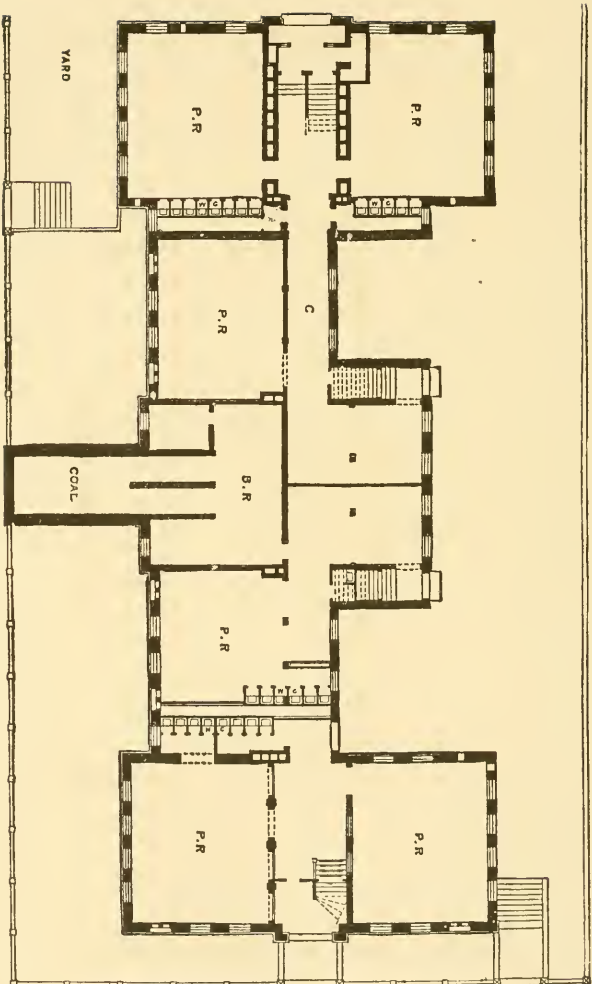
Captain. — F. B. Wetherbee.*First Lieutenant.* — Robert W. Scott.*Second Lieutenant.* — Levi L. Willcutt, Jr.

COMPANY I. — EAST BOSTON HIGH SCHOOL.

Captain. — E. A. Hascall.*First Lieutenant.* — Albert W. Noll.*Second Lieutenant.* — Andrew M. Morton.

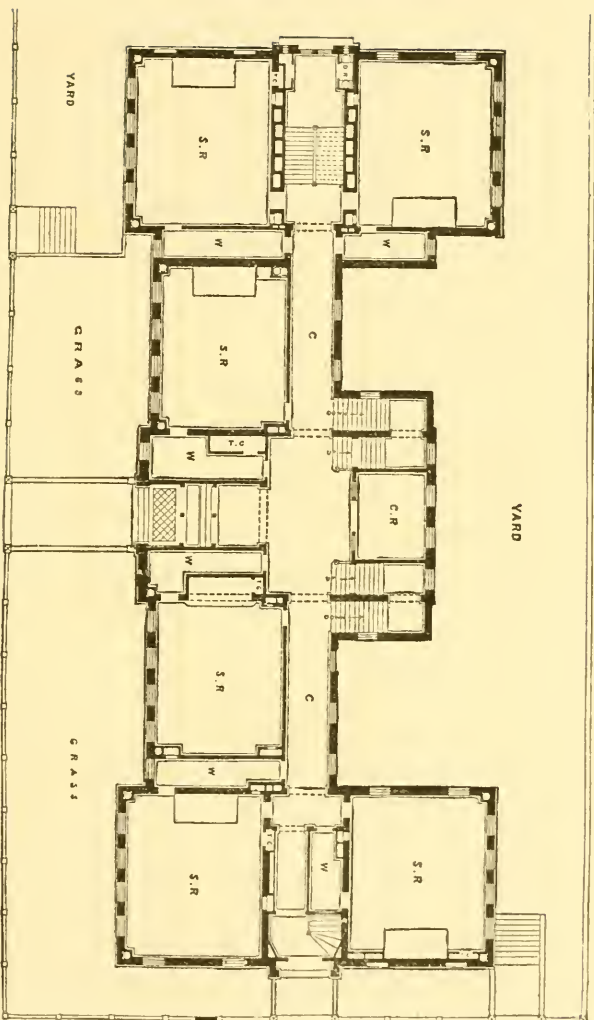
DEDICATION AND DESCRIPTION
OF THE
PRINCE SCHOOL-HOUSE.





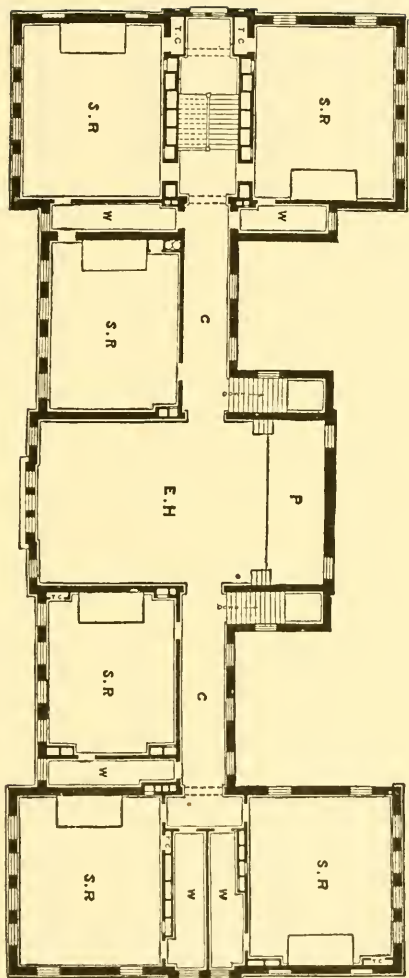
BASEMENT PLAN.

- P. R. Play Room.
- B. R. Boiler Room.
- C. Corridor.
- W. C. Water Closets



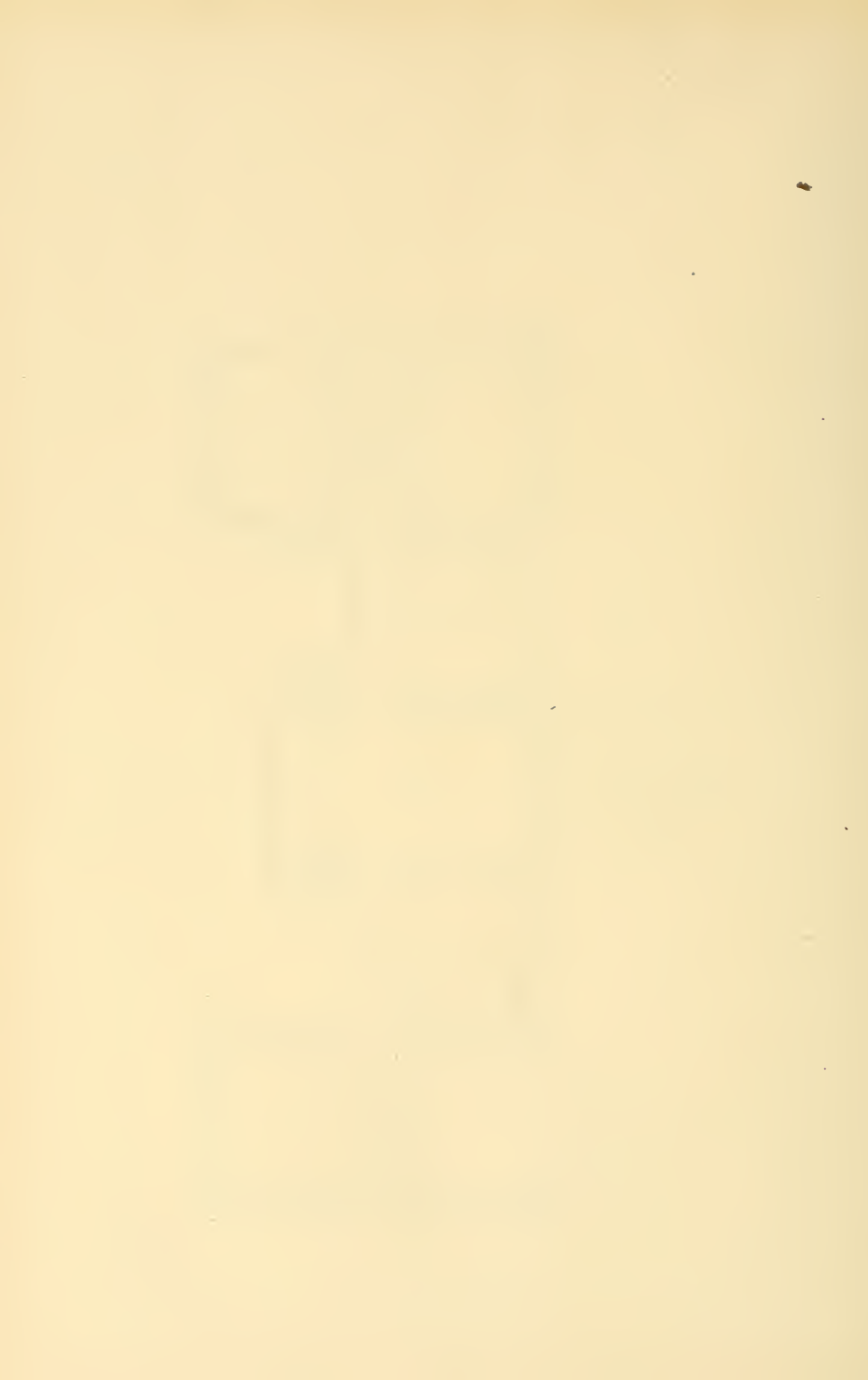
FIRST FLOOR PLAN.

- S. R. School Room,
- W. Wardrobe,
- C. R. Consultation Room,
- C. Corridor,
- T. C. Teachers' Closet,
- D. R. Dressing Room.



SECOND FLOOR PLAN.

- S. R. School Room.
- W. Wardrobe.
- T. C. Teachers' Closet.
- E. H. Exhibition Hall.
- P. Platform.
- C. Corridor.



PRINCE SCHOOL-HOUSE.

DEDICATION.

The ceremonies attending the dedication of the Prince School took place November 11, 1881, at 11 o'clock, in the hall of the building. A large audience was present, composed of the parents and friends of the school.

Among the number invited and present were His Excellency John D. Long, Governor of Mass.; His Honor Frederick O. Prince, Mayor of Boston; William H. Finney, Vice-President of the School Board; John G. Blake, M.D.; John B. Moran, M.D.; James A. Fleming, M.D.; George B. Hyde, F. Lyman Winship, George M. Hobbs, Lucia M. Peabody, Abram E. Cutter, of the committee; Prof. Edwin P. Seaver, Superintendent of Schools; George A. Littlefield and Francis W. Parker, Supervisors; John D. Philbrick, LL.D.; Rev. J. M. Manning, D.D.; Rev. A. A. Miner, D.D.; John E. Fitzgerald, Esq., a former chairman of the Division Committee; Linus M. Child, Esq., and others.

Letters expressing their regret at not being able to be present, from Hon. Robert C. Winthrop, Samuel Eliot, LL.D., Rev. Phillips Brooks, D.D., and Godfrey Morse, Esq., a former chairman of the Division Committee, were read.

There were also present many masters of the different public schools of the city, besides others holding prominent positions in educational circles.

Among the most interesting features of the occasion were the graceful presentation of an excellent portrait of His Honor the Mayor—a gift to the school from numerous friends—by His Excellency Governor Long, and the happy response of the Mayor.

The music, performed by a choir of seventy-five voices selected from the upper classes, under the direction of Mr. J. B. Sharland, was especially entertaining.

The hall was profusely decorated with flowers and national emblems.

The exercises were conducted by John C. Crowley, Esq., chairman of the committee having the school in charge.

After the invocation by Rev. Jacob M. Manning, D.D., the choir of pupils, under the direction of Mr. J. B. Sharland, sang the "Dedication Hymn."

The chairman of the Division Committee, John C. Crowley, Esq., delivered the following address:—

ADDRESS OF JOHN C. CROWLEY, ESQ.

The natural and not overweening pride of our people in the schools of Boston has a fresh incentive and large justification for its indulgence, now, in the very favorable conditions and bright promise of this latest addition to the Public Elementary Schools of our Athens.

The origin and nature of the plant and its setting out, its remarkable growth and quick fruition, which have necessitated the placing of this commodious and model Grammar school-house in a location where, scarcely a decade ago, there was no population,

no site, only the watery expanse of the Back Bay, yet now with pupils coming, from the homes of the proudest and wealthiest citizens, to a public school in preference to attending select private schools, which they have left for this, — render it in our common-school system altogether *unique*.

I imagine that some future historian mentioning this school will write of it in a style like this: —

“The ancients had their ideal of adorable beauty personified, in an imaginary being, formed out of the foam of the sea. This institution rose, as if fabulously, yet actually and tangibly, to be a thing of ‘beauty’ and ‘a joy forever’ out of the waves which but recently laved the shores of the peninsula.”

To us this instance is no fable, — for we have beheld its very origin, have watched it flourishing through the primary stages of life and through its adolescence, until we see it suddenly transformed, as it were, into a good specimen of *princely* and modest *young* manhood. At a time too late, indeed, for us to perform the customary ceremonies of dedication, because we, for some time, have had possession of the *keys*, which usually are delivered as a symbol, and the building has virtually been dedicated by *use*, — and we, consequently, in more simple exercises, at once celebrate the perpetual maturity and commemorate the happy christening of the PRINCE SCHOOL.

The *resumé* of the acts of the School Board on this foundation furnish a recital that may be interesting as well as appropriate.

March 12, 1872, the School Committee — with such advanced foresight that it seemed to many like proposing to build “Castles in Spain” — initiated measures for obtaining, through the City Council, land and building for a *Grammar* school between Newbury and Beacon streets, when there was not even a preparatory school in the region.

The need for *Primary*-school accommodations was expressed in October of the same year, and, at the same time another request for a *Grammar*-school lot was voted.

The present site, corner of Exeter and Newbury streets, having been purchased, the building of a *Primary* school-house, “of not more than six rooms,” was asked for in 1873, and soon was commenced.

Temporary accommodations for the children of the district were provided, in October, 1873, in an old carriage-house on Beacon street, near Parker street, then in a very remote part of the Everett-School District.

November 19, 1875, the direction of this school was transferred from the Everett District Committee to the Committee of the Brimmer District. and December 15, 1875, Miss Harriet D. Hinckley, an assistant in the Rice School, was transferred to the charge of the Beacon-street School, as it was then called, which she organized into Grammar and Primary classes.

Orders continued to be introduced looking to the establishment of a Grammar-School section in the Back-Bay territory.

The new Primary school-house, "of eight rooms," was ready for occupancy early in 1876, and the Committee on the Fourth Division authorized the removal of the Beacon-street School to the new school-house on Exeter street, — whose district was defined as enclosed between the lines of West Chester park, the Albany and the Providence Railroads, Charles street and Charles river, with slight variations in the latter locality.

Miss Hinckley removed hither with thirty-five pupils, at once received an accession of forty pupils more, and was joined by Mrs. Eva D. Kellogg as additional instructor, who taught the children of the Primary department, while Miss Hinckley taught those of the Grammar classes.

It is said that the increase of pupils required the addition of two teachers each year afterwards.

By turns it had been termed the Newbury-street School and the Exeter-street School.

Movements to fix a distinguished name upon the school were made as early as June, 1876; and again, in May, 1879, the name of another worthy gentleman was proposed for it; neither of which names was adopted.

The actual choice of its name was reserved to July, 1879, when the petition of E. S. Tobey, and eleven others, asked that the school on Newbury street be named the Prince School, in honor of the then, as now, Mayor of the city; and in October of the same year that honored name was assigned to it, by a vote of the full Board.

At this period "the great and constant growth of the Prince School," quoting the phrase of the record, occasioned a suggestion that it be separated from the jurisdiction of the Brimmer School, and that the teacher in charge of the school have the authority of a principal in it; but it remained an appanage of the Brimmer, the principal of the latter periodically visiting and supervising it, and responsible for its discipline.

Additional school accommodations were called for in December, 1879; and in May, 1880, plans for the westerly half of the present building, containing four more rooms, were submitted, and within a few weeks the addition was commenced.

While under charge of Miss Hinckley classes of boys and girls from this school were graduated for the High Schools; in 1878, twelve pupils, in 1879, twelve, and, in 1880, seventeen.

The pupils being composed of both sexes and the numbers largely increased, and the school having reached a stage of development entitling it, in the system and under the regulations, to a sub-master, the Division Committee, May 25, 1880, voted to transfer Mr. E. Bentley Young, the master of the Brimmer District (in which capacity he had had jurisdiction over this school), with his own cheerful consent, to the principalship here, to take effect September 1, 1880.

Although at the time of his transfer the pupils had not attained such a number as to entitle Mr. Young, under the rules, to the full rank and pay of master, the completion of many new dwelling-houses, the removal of many families into the district, and the accessions from private schools, quickly raised the number to the regulation standard, and the setting off of the Prince School from the Brimmer as an independent district, with boundaries of its own, in which for a brief space Mr. Young, by reason of insufficient numbers, held the rank of sub-master, was immediately followed by such increase as to restore him to full mastership; and in 1881 twenty-one boys and girls were graduated here.

A distinctive feature of this school — of being the only public school in which there is one session, extending from nine to two o'clock, divided by two recesses, instead of two sessions, morning and afternoon — arose naturally from the circumstances and the universal convenience of the pupils and their parents. Accord-

ingly, as early as June, 1877, it received the sanction of the Board by their vote "authorizing the committee of the division to arrange the session in such manner as they deemed expedient." I mention this feature, also, to justify it, because it alone suits the entire population of the district, and was therefore provided from a sense of duty by the committee, upon the principle that the schools are designed for the people consistently with the best interests of the pupils, and considering that a Procrustean standard of measure, not adapted to the pupils and the convenience of the parents or themselves, would be an injustice, and would deter them from availing of a public-school education to which they have a right.

Were the same feature applicable in any other district without inconvenience or invidiousness it would be established; and it must and will be, whenever the composition of the population in any other district so universally demands it.

It has afforded opportunities to some pupils residing out of the district, to a number much more limited than is supposed by some persons, for reasons of health certified to by family physicians, to receive permits to attend this as a school of one session, which have been granted to them, with the consent of the committees of the divisions in which they reside, and with the same comity and reciprocity that exist between all the district committees in granting similar permits; for every school has some pupils in attendance, under special permits, who reside in other districts.

The relation of our committee to the school is that of trustees, charged with the faithful performance of all that relates to its business; while the educational details are in the charge of those whom we set over it, yet under our supervisory control, and upon the responsibility of our consciences for their proper selection and just administration.

I might well rest here, this school being entrusted to so discreet, devoted, qualified, and satisfactory a principal as Mr. Young, with his excellent assistant, the same Miss Hinckley who took it in its small beginning, and presided over it so acceptably during its minority, until it was delivered over to him as its own master, with the rest of its valuable corps of instructors; but it is due to them all, that I should not omit some manifestation of our constant and philosophic interest in the cause to which they are devoted,

and as to the manner in which their duties are and ought to be performed.

Mr. Principal. every right-minded person regards yours as a sacred profession ; and in your very important sphere you are sacredly responsible for the immortal beings, with now budding minds, entrusted to you, and for the results of their schooling here.

Although from the nature of our system of public schools there is absent all manner of education that distinctly relates to the affair and object of every soul's creation as held by every Christian, and as it may well be claimed that no system of education is perfect that does not make that subject the constant study and chief business of man's life, and as object-teaching is of no effect without subject-learning, so I think no one can justly take offence if I exhort you to recognize, what I believe is your disposition and habit, as a paramount duty, the relation of the beings in your trust to their ultimate end ; in the cultivation of conscientiousness, of honor, of soulfulness, and true chivalry ; the driving away of every harmful and prejudicial influence, and in the referring of super-secular obligations and education to home instruction. In this district it may well be presumed that the homes are such abodes of intelligence that fortunately such instruction will be impressively imparted by words and example, and the rudiments of a secular education to the extent taught here will be supplemented by the other and yet more important education at home.

Our public schools being maintained by taxation, — borne by the lowliest as well as the most exalted in the community, and their expenses entering into the cost of the livelihood of every inhabitant, — one of the compensatory glories of such establishments and sacrifices is, that the children of citizens of all ranks and degrees are therein taught the elementary branches of education in common fraternity, upon an equality, deriving reciprocal strength in after life from their school associations ; and it consequently is the duty of the managers and instructors to so adapt and conduct the schools that all can profit by their large and costly advantages.

While I do not believe in or sympathize with the principle asserted by some, that all children are the property of the State rather than of their parents, and that, for example, the children of this district, or of any other, must be compelled to leave private

schools of their parents' selection and compelled to attend the public or communal schools; while I believe the selection, whether of public or private schools, for his children belongs exclusively to the parent of each, and not to the State, — I think the parent is worthy of special honor, who, with right civic motives, sends his children to a public rather than to a private secular school, when the public school, by its hours and the qualifications of its instructors and its parental government, is, *like this school*, not inferior to any. Thereby there will be secured a vast gain to the future men and women of society here, and to the weight and power of their influence upon the future, and there will be less danger of bringing up spoiled children.

The intelligent parents of this region know that their children are to abide by the system and intent and discipline of the public schools; that their teachers are not to be regarded as mere public servants, but as rulers in the sphere of the school, by authority; and their loving authority here is to be respected and instantly obeyed, even as the authority of parents, whose places, you, sir, and your corps of instructors, for the time being, occupy.

This discipline of dutiful obedience to lawful authority must make them the better men and women, better citizens, and most reliable patriots.

To you, Mr. Principal, and your subordinate instructors, I express fervent congratulations, and I confidently augur for you and them in your relations to the fortunate pupils of this, the PRINCE SCHOOL, — named with willing accord by the school authorities in honor of the present very esteemed Chief Magistrate of Boston, — exemplary mutual respect and love, lasting benefits, and everlasting rewards.

ADDRESS OF E. BENTLEY YOUNG, ESQ.

MR. CHAIRMAN : — It has been said that a public school is in many respects a peculiar institution; perhaps in no one thing is it more so than in the various elements which, taken together, make up the administration of its affairs. Like a problem in mathematics, if any element is positive in its influence the result is by so much the greater; if negative, the result is diminished by just that amount. Most prominent among these elements in the administration of a

school are the school committee, the superintendent and his assistants, and the teachers who have immediate charge of the school. Each is essentially identified with the system, and each has its own peculiar functions. The influence of each ought of course to be positive, and to help to swell the result and produce the greatest good.

Thus far in its existence the Prince School has had only positive or beneficial elements enter into the administration of its affairs. The legislation of the general committee has been such as to advance its interests and increase its usefulness. Its local committee has been uniformly considerate and judicious in caring for its prosperity. The superintendent and his associates have, by their advice and assistance, been kindly mindful of its welfare, and its teachers have worked harmoniously and earnestly to mould the school into "form and shape." In addition to these elements of success it has a circle of kind and enthusiastic friends about it who have ever been ready to assist in promoting its prosperity, and the School Board, by conferring upon the school its present name, has secured to it, throughout the future, the invaluable friendship and support of His Honor the Mayor, whose presence here to-day makes these ceremonies complete.

Nor should I in this connection forget to mention, as another element of success, this beautiful building, with its attractive exterior, its spacious corridors, its abundant sunshine, its excellent ventilation, its capacious anterooms, its wide entrances on all sides, and its every modern convenience. Well may Boston be proud of its recently erected school-houses, which provide so completely for the health and comfort of its children!

Mr. Chairman, it is especially gratifying to me to receive from *you* this renewal of the trust which accompanies the position I have the honor to occupy; for your constant and careful attention to every question pertaining to the welfare of the school has been as remarkable as it has been satisfactory, and has won the highest esteem of its teachers. I thank you for your kind allusions to me and my work in the past; for your well-chosen words of advice; for your generous assurance that the future is full of promise. They inspire me with renewed enthusiasm for the work of teaching, and a determination to make the school all its most sanguine friends may desire.

Herbert Spencer says, "Education has for its object the formation of character. To curb restive propensities, to awaken dormant energies, to strengthen the perceptions and cultivate the tastes, to encourage this feeling and repress that, so as finally to develop the child into a man of well-proportioned and harmonious nature, should be the aim of parent and teacher alike."

Such conceptions of the scope of education by our own great thinkers dignify the teacher's vocation and give it a place among the learned professions. They bespeak for teaching the same studious devotion of *its* followers as the professions demand of theirs, if the highest excellence is to be attained. Our great universities of learning are beginning to recognize these facts, and are already instituting courses of instruction in the history and art of education. The science of didactics steps to the front, and claims an equal place with the other sciences of the day.

Teachers are now subjected to searching tests to determine their fitness for the profession. A great system of supervision and inspection has grown into existence, to see to it that proper methods are employed and true educational principles recognized by the teacher. Text-books and appliances, while liberally supplied, are no longer deemed of great importance, because upon them the methods to be employed are not dependent as in the past. Those, we are told, must emanate from the teacher. If he is properly qualified, all else is assured.

A recent work on education, by an eminent English authority, places great stress upon the necessity for skilled teachers. It claims that the teacher must have an impressive manner of presenting his subject; a cheerful and sympathetic disposition; ability to control the wayward tendencies of the young through the force of his own character and the dignity of his own bearing; scholarship of a high order; a willingness to give unremitting application to study, not only to those lines of thought which relate to his own professional work, but to some special topic wholly unprofessional; an absorbing love for children and the work of teaching.

One may well exclaim, How difficult the task! And yet the devoted teacher does not shrink from it. Loving his chosen calling he is ready to meet any ordeal, provided only it be a fair

one. All he asks is kind forbearance with unintentional faults, a generous sympathy which appreciates honest effort, and a careful analysis of the so-called "modern improvements" in teaching, by those appointed to judge his work, that the "chaff may be sifted from the wheat," and his work tested by the pure kernel of truth.

"*In medio tutissimus ibis*" is an oft-repeated counsel in matters religious and secular. Is it not equally applicable to educational questions? Progress there must be; but should it not be of that conservative character which moves slowly but surely?

Assured of such treatment as this, the teacher can press on in the discharge of his duties with courage, inviting inspection and challenging criticism.

Parents and friends: It is customary at such times for the principal to appeal to you for support and assistance. I feel it to be wholly unnecessary here. I know from experience how thoroughly interested you have been in every question affecting the efficiency of this school; how strong and satisfactory your support has been in times past. Let the same considerate support continue; give the teacher your confidence; make the school frequent visits, and observe for yourselves the spirit by which the work is animated; speak well of any excellences you may observe; be content to wait till the teacher's side of the question can be heard, if you are disposed to criticise any act of his; kindly forgive and forget any slight grievance you may have.

By so doing you will not only relieve the teacher, but enable him the better to fulfil his great work of fitting his pupils for their part in life; and, this accomplished, for their entrance into "those heavenly mansions" provided by a loving and all-wise Father.

May we all so unite our efforts to this end as to secure for the Prince School an enviable career, and make it still more worthy of the confidence and support of the community in which it exists.

At the close of the principal's remarks Franz Abt's composition, "Thou Heaven, Blue and Bright," was rendered, after which took place the formal unveiling and presentation of the portrait of Mayor Prince by Governor Long, who spoke as follows:—

ADDRESS OF GOVERNOR LONG.

I think, Mr. Mayor, you will agree with me — who have so recently passed through the ordeal to which you are now subjected — that it is on an occasion like this far more blessed to give than to receive. And yet, next to the pleasure which I feel in presenting to you this, your portrait, — the cordial gift of many friends, — must be that which you feel in the regard in which they hold you, and of which it is only the expression. Nor is it possible that you could deem any monument more enviable than this likeness of yourself, the citizen magistrate of the modern Athens, hanging upon the walls of one of her sacred temples of learning, forever in the presence of the soulful faces and expanding intelligence of her children, who for generations hence will hither come to drink at the fountains of intellectual life, to be inspired by noble examples, and to lay the deep foundations of character. The school-room is the very garden of immortality. Classes may come and classes may go; but there still goes on forever the spring-tide of rosy youth. And communicating itself to your Double here — from whom from this day hence you part company in respect to growing old — he, too, shall never know or feel the lapse of years, but shall still be the polished scholar and gentleman he is to-day. And when, as I trust may be the case, long after the twentieth century shall have begun its round you shall, perchance, enter again these doors, — your cane no doubt in hand, for the artist has already given it to you, — it may be that some school-child will guide your steps with her little hand, and, pointing thither, tell you in innocent ignorance of your identity that it is the picture of one of Boston's good old mayors, who for many years presided over her destinies, who loved her for her ancient fame and her later worth, who in many graceful orations maintained her reputation for eloquence, who identified himself with her progress in learning, art, and literature, and who, fostering her schools, did not forget that the education of all her children is her greatest duty and her proudest achievement. If the child shall assure you that it was at the time of its suspension an excellent likeness she will tell you, though the flattering compliment may at this moment somewhat severely test your modesty, only the simple truth. If ever an

artist was to be congratulated upon a success which leaves nothing to be desired, and which has reproduced his subject to the very life, it is Mr. Parker in this effort of his skill. There are those who doubt the propriety of public portraits of the living ; but at least in your case, sir, I cannot believe the city will suffer any detriment. As for yourself, though you were the best of men you would be a better one remembering that children at school look daily on your face ; and I am sure you and I enjoy our portraits far more than if their execution were postponed till after — our own. As for your fellow-citizens, why should they be debarred the pleasure of thus exhibiting their regard for one whom they have already paid the greatest tribute of choosing him so many times to be the chief magistrate of their city ?

Mr. Mayor, my duty is done. It affords me great and perhaps a vindictive pleasure to leave you, as you so recently left me, to the painful embarrassment, from which, however, your facility will easily release you, of responding to the presentation of your own portrait, and on pronouncing an oration of which you shall yourself be the sole topic. Let me only say how cordially my own personal sympathies go with the words which I have uttered in behalf of those of whom I am the representative in presenting this excellent likeness. And let me congratulate you, Mayor Prince, upon an honor now conferred upon you, greater than the laurel wreath, in that this day a plain Boston school-house has been dedicated, to which your name has been given, and on the walls of which your picture hangs.

His Honor Mayor Prince was introduced, and responded as follows : —

ADDRESS OF MAYOR PRINCE.

I don't know whether I should be most pleased with the portrait of my person by the artist, or the sketch of my moral qualities by His Excellency. Both delineations would be a constant source of satisfaction and pride, if my sense of right and justice did not sometimes bring to me misgivings and suspicions that the colors had been laid on by both painters, as by some masonic concert and sympathy, with the trowel of exaggeration ; for I well remember

the assertion of Horace, "that the power to dare everything in respect to giving taffy always characterized painters and poets," — meaning by poets such governors as delight in poetry, especially that of Virgil, the friend of Horace. . . . But these misgivings do not always torment me. There are moments of profound self-respect, of complete self-satisfaction, when I am disposed to indorse all that the painter has done to make me attractive in appearance, and all that His Excellency has said in recognition of my many virtues and merits. To do otherwise would seem to charge both these panegyrists with handling the truth carelessly. To say this of one of them would betray my ignorance of æsthetics, for art is but nature better understood; and to say it of the other would be no more or less than moral treason, for governors, like kings and princes, can do no wrong, and consequently could not misrepresent or even exaggerate the facts. . . . And now, a word in respect to the action of the School Committee in giving my name to this school, and permitting my portrait to be placed here. I fully appreciate the honor thus conferred upon me; but I assure them that I cannot adequately express my gratitude for it. I have received from my fellow-citizens, at various times, many marks of their kindly regard; but there is none that I prize more highly than this proof that I am thought worthy of being thus associated with one of the public schools of my native city; for I regard our free schools as the foundations upon which our social, moral, political, and religious institutions must rest, if they are to survive the perils and changes to which human things are subjected.

I am happy to know that our fellow-citizens fully realize the importance of popular education, and that they willingly tax themselves most liberally for its support. They are proud, as well they may be, of our school system, of our accomplished teachers, of our convenient and beautiful school-houses. They are proud, also, of their reputation in the country for all these things, and I trust there will be no abatement of this interest in the schools in the future. Let me say, in closing, that I hope that, whenever the pupils of the Prince School shall look upon the picture now hanging upon these walls, they will believe it is about to address to them this admonition: The time for you to form habits of study, of observation, and reflection, — the time to begin the work of disciplining the in-

tellectual faculties, so as to acquire the power of thinking and of concentrating the attention upon subjects you wish to consider, is the school-time. If this duty is neglected in childhood, and postponed to later years, your progress in mental education will be greatly retarded, and it will be difficult, if not impossible, for you to repair the loss thus sustained. Improve, then, the opportunities presented to you, and be diligent, earnest, and faithful students, that you may be wise, useful, and honored citizens.

After the address of His Honor, the choir sang "The Wanderer's Greeting."

The Chairman introduced Dr. John D. Philbrick, former Superintendent of Schools of Boston, who spoke as follows:—

ADDRESS OF JOHN D. PHILBRICK, LL.D.

In thanking the committee for the honor of the invitation to be present and make some remarks on this occasion, he would promise not to enter upon any exposition of his views on educational theories or methods, but confine himself to two topics relating to the installation and character of this particular school.

And, first, the building. There is nothing like it in this country except some buildings erected in Boston since this was designed and the main part of it built. In its exterior it is neither pretentious nor imposing; and it has not even a hint of "gingerbread" ornamentation about it. It is a modest, plain, substantial piece of brick masonry, plainly intended for durability and use, rather than show. It is in perfect harmony with the democratic ideal of the elementary public school. And still it has an air of solidity and comeliness, and unpretentious dignity, which is characteristic of genuine aristocracy, — the aristocracy to which a democrat need not be ashamed to take off his hat. It is not, however, in its architecture, in the artistic sense of the word, that the peculiarity of the building consists, but in its *plan as a school-house*. In the first place, all the school-rooms in it are, on the whole, I think, nearer the standard of perfection than those of any other school-house. In size, proportion, lighting, ventilation, heating, and furnishing,

they realize the best-known views and opinions on the subject of school architecture. It is quite certain that you will find no better school-rooms than these in this or any other country. But the capital characteristic of the design is the peculiar arrangement of the ground plan. Hitherto the school buildings in this country have been built in the form of a rectangle, with some unimportant projections or rudimentary wings. In small buildings this is well enough; but the larger the building the more objectionable is this plan. This edifice is a distinct and radical departure from that plan. It is arranged around three sides of an open court, and *nowhere does the width of the building exceed the width of a school-room, with the width of the corridor added*; and, then, it does not exceed two stories in height. Without going into details and reasons, which would be tedious, it may be said, without fear of contradiction, that this edifice, considered as a Grammar school-house, is unsurpassed in excellence by any other in this country, and is fairly entitled to be designated as unique. There can be little doubt that it affords the type destined to be adopted generally, as the Quincy school-house, erected on Tyler street in 1848, afforded the type of the cubical, four-story plan which has been spread all over the country.

It will not be surprising that the speaker should take a special interest in this occasion when it is remembered that this edifice was planned and erected during his superintendency. The city architect, Mr. G. A. Clough, deserves much credit for the part he had in this project; but the peculiar characteristics of the building did not originate with him, nor in this country; and perhaps the good people of this splendid quarter of Boston will be a little astonished when told that the prototype of their much-prized school-house stands in the little town of Tetschen, in Bohemia, on the right bank of the Elbe. The original, however, is much more palatial in its appearance, and is three stories high. This building was selected by the central educational authority of Austria to be represented at the Vienna Exposition, in 1873, as a model village school-house, and there is where it was discovered by the speaker.

But the most remarkable peculiarity about this school is found in the character of the population from which its pupils are drawn.

It so happens that the territorial district of this school is very

distinctly defined and cut off from the rest of the city, and that there is not one poor dwelling in it. It is the *Back Bay*, and nothing else, and that means that it is the home of the wealth and culture of Boston. Now, here is a large, free, public school, composed wholly of pupils drawn from homes of culture, wealth, luxury, and refinement. We have often boasted, and justly, that our public schools contained a larger proportion of the children of the tax-payers, and the well-to-do class, who are able to pay their tuition in private schools, than the public schools elsewhere, and that this was at once a cause and result of their excellence. They have always had individual representatives from families of the highest social standing. *But here is a large common school, composed wholly of what may fairly be called the upper class in society.* And this fact, it is believed, renders this school, as a public elementary school, absolutely unique. It is quite certain that no parallel to it can be found in the world. This is simply a common school, and the essential idea of a common school is, that it is open alike to the children of all classes. And no one, at least here in Boston, would think of gerrymandering the city into school-districts corresponding to the supposed social standing of the inhabitants. The fact that this district is thus homogeneous is purely accidental. This school was opened here rather as an experiment, when the number of pupils from this section attending the public school was very limited, it being peculiarly the region of private-school patronage. And the school being here, the district could not reasonably have any very different limits. The success of the experiment has quite transcended all expectation, and this success cannot but be regarded as a brilliant triumph of the public-school system of the city. In these days, by the operation of the compulsory system, it is not difficult, even in the depths of the slums of London, to gather all the children from the homes of squalor and wretchedness into the public school; but to make the public school so good and so attractive as to draw boys and girls in crowds from the homes of the wealthy and refined, is truly a phenomenon in the history of common schools.

Before taking his seat the speaker expressed his satisfaction in view of the fact that the name of the chief magistrate had been given to this school, for he had, on all public occasions, in con-

nection with our schools, worthily represented the true Bostonian spirit of liberality in respect to public schools.

Dr. A. A. Miner, member of the State Board of Education, was next introduced, and delivered the following address:—

ADDRESS OF REV. A. A. MINER, D.D.

MR. CHAIRMAN, AND LADIES AND GENTLEMEN:—I desire sincerely to thank your committee, and yourself, sir, for the privilege of being present at these most interesting exercises. The rearing of a new temple of learning is no ordinary incident. We are accustomed to signalize the event with great emphasis when such a temple is consecrated to the service of the relatively few in the higher walks of learning. Why, then, should we not intensify that emphasis when it is reared in the interests of the many, for the promotion of what is primary and fundamental in our civilization? Nothing on the visible side of our educational enterprises more clearly marks our progress than does the character of our school architecture. That magnificent structure on Montgomery street, devoted to English and the classics, is a right royal edifice; while, of the Primary and Grammar school grades, this is the "PRINCE"; and princely every way appear to be its appointments. Most appropriately do we anticipate the beneficent influence, upon the successive generations of children as they shall gather here, of the *Prince-ly* smile that will greet them from the portrait on yonder wall. That chief magistrate is fortunate to whom are erected two such monuments, — the splendid edifice without, and this life-like specimen of art within. Both may serve to commend the wisdom of Diogenes, who, speaking of learning, said, "It makes young men sober, old men happy, poor men rich, and rich men honorable."

It is an especial pleasure, Mr. President, to listen to the apt putting of things which has so delighted us this morning. From the State comes our educational polity. Fitting is it that the State Board of Education, some of my fellow-members of which I am glad to see present, should indicate its interest in this important

educational event. Especially fitting is it that the highly honored Chief Magistrate of our Commonwealth should so eloquently voice the dominant spirit of the time, and awaken such sympathetic and genuinely appreciative response from the equally honored Chief Magistrate of the city. While we have been charmed by the terse, wise, and witty sayings of these Fathers of the City and the State, it has seemed to me almost equivalent to a liberal education to be permitted to be here. Long may the erudite spirit of the hour linger in these halls, and enlarge itself in the swelling tides of coming generations.

The new school planted here, it may be hoped, will illustrate all that is noblest in our modern methods. Surrounded by wealth, it can readily command all necessary appliances for success, and make itself a beacon to the wayfarers of the city at large.

Our progress in education, however, will be secured, not so much by increased means, as by increased efficiency in the use of the means we have. The very best methods require so much of variety and change in application as will prevent dragging in the ruts of custom.

The teacher who comes ever to his pupils with an inventive mind, a warm and sympathetic heart, and a high sense of his exalted office, cannot fail to win their love and confidence, and lead them on to most assured success; quickening them also in those high things that essentially temper all other attainments, and will awaken their reverence no less than their love. So ripened into maturity, calm may they be in the midst of vicissitudes. Though riches should take to themselves wings; though fortune should frown; though friends should grow cold; yea, though greatest disaster befall, the hidden currents of life, like the deep waters of the tempest-tossed ocean, may be comparatively undisturbed.

But, Mr. President, I arose not to make a speech, but simply to assure you of my interest in this important occasion.

Prof. Edwin P. Seaver, Superintendent of Schools, was introduced, and spoke as follows:—

ADDRESS OF EDWIN P. SEAVER, SUPERINTENDENT OF SCHOOLS.

MR. CHAIRMAN. — You will bear me witness that it is with extreme reluctance that I have consented to detain the audience at this late hour with any remarks of mine. I shall say but a word. We dedicate to-day one more school-house. One more ample, commodious, and beautiful building, dedicated to education, is added to the already large number of similar buildings standing in every quarter of the city. And we rejoice in this dedication—as well we may—for it is a fit occasion for rejoicing to every true New Englander, to every patriotic American. There are two things that every true son of New England believes in: his school-house and his meeting-house. Wherever he migrates, these go with him; whether it be to settle on new lands in the far West or on the new-made land of Back Bay. We know what this belief in education has done for Boston through the two hundred and fifty years of her history; we know that we owe much of what is highest and best in our civilization of to-day to this unwavering belief; and that our best hopes for the future are bound up in that same belief. Any evidence, therefore, that this belief is not waning amongst us is a cheerful augury.

Some have said that this school is a unique school; that it is patronized by the wealthier and more cultivated people of the city, and that it enjoys some peculiar privileges. This view, I hope, will not prevail. Let me appeal to you, parents of the pupils and friends of the school, not to look upon this school as having anything special or peculiar in its character or purposes. It is simply one of the public schools; one of those schools which the city has established for the education of the children of all the people. In these schools all children, whether they come from homes of wealth and refinement or from abodes of poverty and hardship, are with equal kindness cared for and taught. This is the spirit in which I believe the affairs of this school will be managed. Let these teachers have your confidence and support. Trust them, and you will find them to deserve it. And be sure that this school, like all others, will be watched over and cared for in the hope that no spirit of caste and no sectarian prejudice may

ever be allowed to enter in and corrupt the broad, free, liberal policy which now prevails in the management of our educational affairs. There are two or three other points on which I should gladly say a word or two, but I feel embarrassed by the lateness of the hour. Thanking you, therefore, for your attention, and the Chairman for the courtesy of his invitation, I shall yield what time remains to another speaker.

Mr. John E. Fitzgerald was the next speaker, and made the closing address in his usual happy manner, addressing himself especially to the pupils of the school. After the remarks of Mr. Fitzgerald the exercises closed with singing, by the choir, the song "Sea Nymphs."

DESCRIPTION.

At the request of the Division Committee, George A. Clough, Esq., the City Architect, has kindly furnished the following description of the building, in a letter to the chairman:—

LETTER OF GEORGE A. CLOUGH, ESQ.

CITY OF BOSTON,

OFFICE OF CITY ARCHITECT, CITY HALL,

January 30, 1882.

JOHN C. CROWLEY, ESQ., *Chairman of the Committee on the Fourth Division*:—

DEAR SIR, — I am pleased to comply with your request, in providing you with a set of plans, and giving a description of the Prince Grammar-School building, for your annual report.

This building is especially notable, as it is the first example in New England, if not in the United States, of the plan so universally adopted in Germany and Austria; the essential difference being in the grouping of the rooms, and so arranging them that no part of the building shall exceed the width of a room and corridor, or con-

fining the rooms mainly on one side of the corridor, instead of grouping them around a common hall in the centre, which has been the general practice in America up to this period.

The advantage gained in the Prince-School plan is in giving a freer and more certain circulation of air, and the avoiding of any reservoir (like the central hall) to contain foul air, and thus communicating the same to the various rooms about it, as in the case of the Sherwin-School building; also the obtaining, in this longitudinal form, a more complete mode of lighting, and a more direct connection between staircases, corridors, and entrances.

The adoption of this plan at this particular time, I may add, was suggested by the conditions laid down by the Committee on Public Instruction of the year 1874, which were as follows: "That the building shall contain eight school-rooms and an exhibition hall, and planned in a manner so that four rooms could be added hereafter, and the whole make a symmetrical building; that two rooms should be devoted to grammar, and six to primary pupils, each department to have its separate entrances, staircases, and play-grounds."

Upon an examination of the plans, it will be seen that these conditions could hardly have been complied with in any other form or outline of building.

The lot selected for the building was a corner one, and of dimensions favorable for carrying out the conditions of the committee, it having a frontage on Newbury street of two hundred and five feet by a width of one hundred and twelve feet on Exeter street; the long way of the building was planned to front on Newbury street, with its parallel corridor and rooms nearly all one side and facing south.

A simple classical design was adopted, comprising a central and two end pavilions, and the arranging of the twelve school-rooms and exhibition hall on two floors. Each of the two end pavilions contains four of the rooms, and each bay between central and end pavilions two rooms; while the central pavilion provides for a liberal entrance and a master's room on the first floor, with exhibition hall on the second floor.

The first condition in relation to erecting of eight rooms, and adding four more at a subsequent period, was easily complied with by omitting one end pavilion; consequently the corner and central

pavilion, with the two bays, were erected in 1875, and the other pavilion was added last year; and to correspondingly increase the seating capacity of the Exhibition Hall, a light balcony is to be erected across the end opposite the platform, and on the two sides, thus adding *another* new feature to School Architecture.

The building as completed measures one hundred and seventy-four feet on Newbury street, by seventy-one feet four inches on Exeter street, at the widest point, and about thirty-six feet between the end pavilion at the narrowest. It is built of face-brick, trimmed with Connecticut brown stone. The roofs are of a gradual slope, and slated. The roof over the exhibition hall is much the highest, and forms a feature in the design upon this point; also upon the highest point of the roofs of each of the end pavilions rises a ventilating turret.

The basement is largely devoted to play-room, and is a clear story on the play-yard side, and about five feet above the grass-plots on the street sides, allowing ample light and air. There are three entrances to the building,—one in each of the end pavilions on the sides, and one in the centre of the Newbury-street front; also there are three staircases connecting with each of these entrances.

The school-rooms measure thirty-four feet by twenty-six feet, and each has its separate wardrobe and teacher's closet. The wardrobes are about four feet six inches by eighteen feet, and provided with an outside window. There are four windows, nine feet by four feet, to each school-room, and arranged with regard to an equal distribution of the light at all points, with their heads near the ceiling, and provided with inside blinds, fourfold, and with rolling slats.

The interior is finished in pine, sheathed and grained, imitation of oak. The walls of the school-room are sheathed to the height of the black-boards, and the wardrobes and corridors to the height of five feet.

The heating and ventilation is on the system of indirect steam, the fresh air being admitted to the steam coils at the ceiling of the basement, or about five feet above the level of the lot, and from the coils conducted by tin pipes, two to each room; the size of each pipe being graduated to provide eight cubic feet to each occupant of the room. The fresh-heated air in each case is admitted against

the window surface, or cold side of the room, and, on the opposite side, two ventilating pipes of equal capacity, to exhaust the vitiated air ; these pipes are conducted to the three ventilating turrets at the highest points of the roof.

Very truly yours,

GEO. A. CLOUGH,
City Architect.

APPENDIX.

FIRST ANNUAL REPORT
OF
SUPERINTENDENT OF PUBLIC SCHOOLS.

BOSTON PUBLIC SCHOOLS,
SUPERINTENDENT'S OFFICE, March 1, 1881. }

To the School Committee:—

I respectfully present my first report, which is also the first annual report of the Superintendent of Public Schools.

The discharge of my duties as Superintendent began on the first day of December, 1880. The amount of personal observation I have been able to give the schools since that date is, of course, not large. Indeed, it is less than I had expected, until the pressure of other duties of my office made it apparent that the visitation of schools must go on rather slowly for the present. I should not, therefore, be justified in undertaking, at the present time, a detailed survey, or criticism, of the work actually going on in the schools. Accordingly, I shall only note some important aspects of the present state of affairs, and invite attention to some practical points that seem to call for consideration.

Our school system has lately undergone a good deal of revision. A radical reform, indeed, beginning with the reorganization of the School Committee, has been going on until it has reached all grades of schools, all departments of instruction, of supervision, and of administration. Teachers find themselves in changed

relations with their schools, with their work, and with the authorities who assign and who judge their work. New agencies have been put in operation, and new lines of effort marked out. Courses of study have been recast, definite standards of attainment set up, and uniform examinations instituted, for the purpose of ascertaining and recording the proficiency of pupils in all the schools. The three grades of schools — primary, grammar, and high — have been made independent of one another. The important duty of regulating promotions from one grade to the next has been entrusted to officers not exclusively connected with either grade, but equally interested in all. A system of examining candidates for the office of teacher has been put in operation, with a view to debar the ignorant and incompetent; while new regulations relating to the appointment, probation, and confirmation of teachers, have been adopted with the same end in view. These, and many other like changes, have wrought, and are still working, a wide departure from the old order of things.

Some of these changes have already been justified by their fruits; others, no less promising, will require time, and, perhaps, further legislation for a full development of results. Radical changes in a large and complex system of administration like that of our schools are pretty sure to be attended by difficulties, which, if neglected, may impair success. The strain put upon the system may have dislocated some of the parts, or the new machinery may not work harmoniously with the old; hence the need, it may be, of relief or readjustment here and there. This, of itself, neither

implies failure, nor invites retreat in the way of reform; it only suggests strengthening for further progress. The opponents of change are never slow to point out difficulties, real or fancied, and to urge retreat. But reforms are not accomplished by retreating. Real difficulties must be met and overcome, fancied ones will vanish of themselves, and at every step forward the way towards ultimate perfection becomes clearer.

That the recent changes have created some difficulties is well known, and the importance of removing any that are, or may become, serious, will not be denied. Indeed, what is now needed is not new reforms so much as a thorough and detailed working out of the reforms already begun. To develop these in their full scope and true intent is necessary, not only that the promised fruits may be brought forth, but also that broader ground may be gained for new improvements.

This important work of detail is not wholly, nor even chiefly, the work of legislation; the greater share of it falls to the teachers. Especially is this true of all that relates to methods of instruction and discipline. It is a brief and easy task to prescribe in general terms the use of improved methods of instruction; but it is not so easy to get those methods applied with success in a single school or in a single class. Bad methods of discipline are easily condemned by vote; but to get them replaced by good ones needs time and patient effort. Legislation can, indeed, declare the need of reform, indicate its direction, aid its progress, and judge its results; but re-

form must stand still, unless teachers are able and willing to enter into the spirit of it, and carry on the work to final success. Therefore, the share of work belonging to the teacher in any reform of instruction and discipline is a large and vitally important one.

Reform in methods of instruction is the ever-present need of the schools. The best schools and the best teachers are those that feel this need most keenly, and respond to it most promptly. Where no reform is going on, there educational life is ebbing, or dead formalism already prevails. "To stand still is to go backward," says the proverb; and there is no surer symptom of decay than a disposition to believe that the utmost attainable good has been reached. The need of educational progress is just now urged upon us with unwonted emphasis. Criticism, both public and private, has been unusually busy of late, challenging every kind of work, every method of working, every sort of result. The whole spirit and tendency of our common-school instruction has been sharply questioned by critics, who, whatever their qualifications for forming just opinions, have certainly not failed to find wide audience. Harsh and unjust as their expressions have been, we cannot hide from ourselves, if we would, the weak points they have assailed. If we have taught grammar, and our pupils can neither speak nor write good English; if we have drilled them in arithmetic, and they can neither reason clearly nor reckon correctly; if we have been dealing with words and not with ideas; cramming instead of training; then the critic who turns our attention most strongly to these faults does us the best

service. And who shall say that we are not open to such criticisms? Who does not know that there is much both in our theories and in our practice that needs reforming, and reforming altogether?

To the malevolent critic, indeed, we may truly say, — and we are bound to insist upon it, — that the schools of to-day compare not unfavorably with the schools of any past period. There is evidence enough to prove this. The schools of twenty-five years ago, or of forty years ago, were not better than the schools of to-day, either in methods of teaching, or in the selection of studies, or in the care taken of the health and physical well-being of the pupils, or in the modes of discipline, or in the moral tone and influence of the teachers, or in any other respect in which improvement has been attempted for a generation past. On the contrary, there has been progress; and the schools show marked improvement in all these particulars. The standard of teaching has been greatly raised; special preparation for the work has been more generally insisted on; more professional pride has been shown in doing the work well; while the tests for determining its quality are more decisive, and have been more freely and thoroughly applied. All this, of course, has told on the schools, and is telling on them to-day. He who is ignorant of such facts, or who consciously ignores them, is not a critic with whom one may profitably discuss matters of school reform. It is with those whose purpose is to build up, not with those whose wish is to pull down, that we can go into a consideration of defects and their remedies.

Accordingly, the suggestion that there is much in our present theories and practice that needs reforming, springs from no purpose to belittle what has been accomplished in the past, much less from a disposition to yield to the unjust critic any ground that does not belong to him, but rather from a sense of our deficiencies when our actual performance is tried by the ideal standards of professional theory.

To illustrate. It is a cardinal principle in modern pedagogy that the mind gains a real and adequate knowledge of things only in the presence of the things themselves. Hence the first step in all good teaching is an appeal to the observing powers. The objects studied and the studying mind are placed in the most direct relations with one another that circumstances admit. Words and other symbols are not allowed to intervene, tempting the learner to satisfy his mind with ideas obtained at second-hand. One application of this principle is seen in the so-called object-teaching; but the principle is applicable to all teaching, and all methods of teaching based on it are known as objective methods. The theory goes even further, and declares, in general, that no teaching which is not objective in method can properly be called teaching at all. Hence we have this test: Is our teaching objective in method?

Now, go into our schools and observe what goes on there. Do we begin by concentrating the observing powers on the things to be studied, or do we present verbal descriptions, formal definitions, and general statements, as if we expected the imagination to supply the facts?

It is said that Faraday never used the term *gravitation* in his elementary lectures without, at the same time, recalling to the minds of his hearers, by letting a stone fall to the floor, or otherwise, a vivid idea of the thing signified by that word. And so he did with many other scientific terms. No matter how familiar they might seem, he was not willing to trust them alone. He could never feel sure that the ideas suggested by them to his hearers would not be quite as much creations of imagination as accurate reproductions of past impressions. Hence the concrete illustration ever ready, as a ballast, to keep each word down to its true signification.

This is objective teaching, as practised by a great master of the art. In proportion as our teaching approaches such a model we may pronounce it excellent; and in proportion as it falls short, or is directed to false models, we must consider it deficient and wrong.

How many of our text-books begin, not with the suggestion of concrete illustrations, but with abstract definitions, and still more abstract "first principles,"—blind guides to the blind teacher, and sources of perplexity to teachers who are not blind. Take object-teaching itself,—the most obvious application of the objective method in teaching, because the objects of study are the very physical objects then and there present before the pupils,—and how often do we see it degenerate into mere talk to the pupils about the objects, instead of affording them, as it should, an opportunity to make their own observations and draw their own inferences, without being told what to ob-

serve and what to infer. Such impertinence defeats its own ends; for it shuts out the pupils from the only way in which they can ever gain real knowledge, that is, by the self-directed activity of their own minds. Another illustration. It is a well-recognized law of the human mind that the free and natural activity of the intellectual powers is at once pleasurable and beneficial, while a constrained and abnormal activity is both painful and injurious. Hence some have proposed, as a test by which to judge of any plan of instruction, Does it excite pleasurable mental activity on the part of the pupils? The theory that all good instruction is attractive, and that no instruction which, under normal conditions, is not attractive is good instruction, has been generally accepted as a theory; but our practice would hardly endure a strict application of it. Are our methods in general so excellent that we may safely rely on the pupil's love of knowledge and pleasurable interest in getting it to keep him to his work? Are we quite prepared to accept the theoretical deduction that idleness in school children, except when connected with some bodily infirmity, is the product of bad teaching? And yet the theory merely contemplates the universal prevalence of a state of things which is sometimes realized by individual teachers, or in single schools. It merely sets forth in clear light the ultimate aim of all our efforts in reform, and proposes a plain, practical test by which to judge of our progress. If we now depend on the artificial stimulus of rewards and punishments to prevent idleness, the theory requires us to regard this as an evil capable of diminution and final extinction. It requires

us to believe in the efficacy of nobler motives to study, and to accept evidence of their failure to work as evidence, not of juvenile depravity, but of defective educational practice.

But we need not multiply illustrations. We might go on comparing the actual state of things with theoretical standards until we had traversed the whole field of educational principles. The result at every point would be the same, — one argument more to show the need of sustained and systematic effort to embody in our practice more of the spirit of our best educational theories. These theories we need to keep more steadily in view; we need to have faith in them, and to follow them in the belief that we may ultimately reach the ends they set before us.

It is believed that our teachers will not be slow to respond to this need of the times. Intelligent criticism will be welcomed, even if severe. It is a characteristic of the good workman that he is never wholly pleased with his work. His ideals are ever beyond his achievement, and he ceases not to strive for better achievement. To the critic who will point him out a better way, — to one even who will drive him into it, — he will give thanks. Among our teachers there are many good workmen and many good critics. No one who is familiar with the schools can fail to see this. There is good reason, therefore, to hope that reforms wisely conceived will be wisely promoted.

Here it is especially satisfactory to note the desire for improvement in professional knowledge and skill everywhere manifest. The teachers are wide awake.

Whatever promises to be of assistance to them in their work is eagerly sought for. Witness the way in which many of them have used Saturday mornings since the discontinuance of the Saturday-morning session of the schools. Until this year there were given at the Normal School Saturday-morning courses of lessons, or lectures, on teaching. These were given chiefly by our own teachers under the general direction of the head-master of the Normal School, and were very numerous attended by teachers of all grades. The instruction was of great value because of its direct practical application to the everyday work of the school-room. The discontinuance of these lessons is to be all the more regretted as it was not caused by any falling off either in the zeal of those who gave the instruction or in the interest of those who received it. The lessons ought to be revived; and if there are practical difficulties in the way they should be overcome. Meanwhile, many teachers resort to the Teachers' School of Science, where lessons in physics, zoölogy, botany, and geology are given with direct reference to practical work in our schools. This school owes its pecuniary support to a private liberality which claims our renewed recognition and gratitude. A course of Saturday-morning lectures on pedagogy, given under the auspices of Harvard University, is well attended by the teachers of Boston and vicinity. Moreover, there are frequent meetings of teachers called by our own officials for the purpose of giving needed explanations, suggestions, and advice as to particular kinds of work. Altogether, Saturday morning is a busy

time for our teachers, and the work they are doing promises well for their schools.

But the work of teachers alone will not be enough in a comprehensive, thorough-going reform of instruction and discipline. Where there are many workers, there must be a head to direct and control the work. It would be vain to expect from the undirected and unaided efforts of the multitude of teachers in many schools a degree of success that might well be expected from a single teacher or the few teachers in a single school. To secure the best results on a large scale there must be a unity of purpose and a unity of method, and these come only from proper supervision. Here is the field in which the Superintendent and the Supervisors find their most important work. In the actual management of the schools, of course, they are not expected to interfere, but in respect to methods of instruction they are entrusted with the important duty of suggesting and promoting all needed improvements. Their part in a work of reform is the leading part. Not that their personal skill and experience are the only source from which good suggestions flow,—for they have the right to draw upon the skill and experience of the teaching corps,—but their position, commanding as it does a view of the whole field, ought to enable them to guide to the best issue the work in every part.

Thus there are two conditions of success in school reform,—teachers, able and willing to do the work, and supervisors capable of wisely guiding it. There is one other,—efficient coöperation. Teachers and supervisors must join hands in the work, each aid-

ing the other in a common effort to improve the schools. Working apart and at cross purposes they can only work harm. There must be a common purpose and a common plan, and there must be mutual respect and mutual confidence, or the good work cannot go on. Plain as this is, there is little danger of laying too much stress upon it. May not some of the infelicities of the present time be traced to a lack of that mutual respect and confidence which ought to exist? Does not the hope of future progress depend mainly on the growth of a more sympathetic and conciliatory spirit among all those who are interested in our schools and their work? What, indeed, may we not hope for when all shall work together harmoniously to the end that our schools may fully deserve the reputation they enjoy abroad, and the unstinted liberality with which they are supported at home?

First among the practical topics which will soon come up for consideration is that of supplementary reading. This matter was recently referred to the Board of Supervisors for investigation and report. As their report will soon be made, there is no need of a full discussion of the subject now. There are, however, two points in it worthy of special notice here.

In the first place, it is apparent from all the evidence that the use of supplementary reading is growing in favor with the teachers; and there can be no doubt that it will continue to grow in favor as experience of its benefits accumulates. They who look upon it as an added branch of study, — just so much more work to be done, — naturally dislike to give it much time, because

an equal amount of time will have to be taken from other branches. But this does not seem to be the right view. There are many who look upon the supplementary reading, not as an added branch of study, but as a promising means of adding new interest to studies already familiar. What history, or geography, or natural science might gain by this means is obvious enough. Language lessons — that is, instruction and practice in oral statement and written composition — may also derive much assistance from well-chosen reading matter used in the right way. By reading that which awakens thought, quickens the imagination, or moves the feelings, the pupils are at once both prepared and prompted to use their powers of expression. Indeed, it is only when they act under the lively prompting of a desire to express their thought in speech or in writing that they derive much benefit from their attempts to do so. Hence it is that supplementary reading, almost immediately on its introduction into the schools, began to be turned to good account in the language lessons.

The second point relates to the supply of reading matter to the schools by our Public Library. It is suggested that the pupils of the high schools and the older pupils of the grammar schools might be supplied more economically, and yet in more abundant variety by the Public Library than by the School Committee. If we look into this we shall find, I think, an excellent opportunity for joining in a very useful way those two great agencies in popular education, — the public library and the public schools.

Hitherto there has been little connection between the

educational work of the one and that of the other. The two lines of work have gone on independently for the most part, and neither has received much direct aid from the other. Indeed, how could it well be otherwise? What can the busy teacher do more than to suggest to his pupils the titles of some good books, give them some general advice about reading them, and, perhaps, require some evidence that the reading has been done? All this being unconnected with the regular work of his class has to be done in spare fragments of time. Only occasionally and accidentally do the regular lessons get illustration from such miscellaneous reading. If an interesting inquiry is started in the recitation hour, and the pupils are encouraged to pursue the subject at large in the library books, the only result is to send them on a race to the library, a few to return with the needed books, the rest without them. Of course this is very much better than getting no books at all; yet it is the general opinion of teachers that, under existing arrangements, their school work is not much aided by the library. The trouble is just here: the teacher cannot work separately with each single pupil; he must deal for the most part with whole classes. To make his work tell, he must have all his pupils doing the same thing at the same time. Then, whenever he works, he works with each pupil and each pupil works with him. None are idle, waiting for their turns, and all are stimulated by simultaneous interest in the common work. If, therefore, he has a class of fifty pupils, he will ask the library to give him, not fifty different books, but fifty copies of the same book. Then his pupils, whether in school

or at home, will all be reading the same book at the same time. He can follow their reading, assist them when they need his assistance, and turn their reading to good account in many ways. Not least among the advantages of this simultaneous reading is the fact that the pupils will stimulate each other to a pitch of enthusiasm not otherwise easily awakened. Thus will the teacher secure for his labor the greatest return in proportion to the time spent. Indeed, with a very moderate allowance of time, he can carry his pupils through half a dozen good books in a school year. This will lead them to read other books of like character; and so he will have begun to cultivate in his pupils a taste for that which is sound and wholesome in literature,—the surest protection against that which is worthless or injurious.

It is well known that an interesting trial of the plan here outlined has been going on in the Wells School for more than a year past, and that two or three other schools have begun in the same way. The master of the Wells School has, from time to time, received from the Public Library sets of books large enough to allow one copy to each member of his class. These he has been allowed to keep as long as he needed them. Once a week the pupils are allowed to take the books home and read thirty or forty pages in place of preparing their "home lesson." The next day the master spends an hour in going over with them what they have read. It is a most pleasant and profitable exercise, and the results have been very gratifying, not to the master alone, but to the many visitors drawn thither by the novelty of the

thing. There can be no doubt about the present success of the plan, nor about its promise for the future. Thus far the expense of the plan has been met by private liberality, because there was a doubt about the propriety of using for this special purpose public money that had been granted for a somewhat different purpose. If the City Council would remove this doubt by granting a small sum — a thousand dollars would be ample — for the purpose of providing the schools with books to be used on the Wells School plan, and if the School Committee would encourage the wider adoption of that plan, and make suitable arrangements with the Trustees of the Public Library touching the selection of the books, then there would grow up between our public schools and the Public Library practical relations of a very beneficial kind. The library would help the schools in their work to an extent hitherto unknown; while the schools would promote the higher educational work of the library by sending out their graduates better prepared to seek for, and receive the benefits of, that work. Thus, each, by joining with the other, would itself become a more potent factor in popular education.

Having been assured that the Trustees of our Public Library — to whose liberal, though unofficial, action we owe the Wells School experiment — are ready and anxious to undertake the work, and that they have full faith in the excellence of the plan they have tried, I would respectfully urge upon the School Committee that the matter receive due consideration, and that, if satisfactory arrangements can be made as to the details of a working plan, the School Committee

join with the Board of Trustees of the Public Library in making a request of the City Council for the small special appropriation needed to set the plan in operation.

The completion of the new building for the Latin and English High Schools marks the beginning of a brighter era in the history of these great schools. For many years the want of a suitable building in a quiet and wholesome neighborhood has been the great hindrance to full success in their proper work. With classes divided and scattered, with teachers and pupils hourly migrating from street to street, what could be more surely counted on than waste of time and energy? Now each school is gathered under one roof. All the pupils and all the exercises can be under the immediate supervision of the head master. Loss of time and waste of power, so far as these are caused by physical conditions, are at an end. There is, therefore, every reason to hope that both schools may henceforth enjoy all the prosperity their most ardent friends could wish.

There are two particulars in which the furnishing of the new building is not yet complete. The drawing-rooms have not been provided with suitable models, stands, tables, and other things for the classes in drawing. What and how much needs to be provided will depend on the character of the instruction proposed for the upper classes in the schools, and on the number of pupils who are to receive the instruction. At present, drawing is optional in the two upper classes of the English High School, and comparatively few choose it. In this school, if anywhere, advanced

instruction in drawing ought to be sought for by large classes. The admirable rooms, especially designed for freehand and model drawing, ought to be crowded instead of being, as now, well-nigh deserted.

The gymnasium, too, awaits its equipment. There is money ready for the purchase of apparatus, but there are some questions as to the nature of the instruction to be given and the kinds of apparatus to be used that need to be definitely settled before any outlay is made.

Without a good system of instruction and without proper supervision of the exercises, the boys will profit little by the use of the gymnasium. Left to themselves to use the ordinary apparatus as they please most boys fail to secure the beneficial results of physical training. Some, taking a fancy to special kinds of exercise, develop certain parts to the neglect of others, thus producing an ill-balanced physique; while others, by attempting exercises unsuited to their strength, may seriously injure themselves. The object of physical training in school should be, not to produce athletes, but to promote good health. In the use of gymnastic exercises for this purpose, most young persons need intelligent advice and guidance. Instead of being turned loose into a gymnasium with no definite notion of what he proposes to do, the boy should know just what his physical condition is, what parts are weak, what morbid tendencies exist, and what special kinds of exercise he needs to strengthen the former or to correct the latter. If he is fortunately free from weakness or morbid tendencies, he will still need to be taught how best to

keep up the general tone of his system by a suitable plan of exercise. For most of this information the boys would depend on their teachers, but in some cases the advice of parents, or of the family physician, would be needed.

In marking out a course of physical training for our Latin and High School boys, we probably could not do better than to follow, in general, the example of the Hemenway Gymnasium in Cambridge. The course there pursued is outlined in the following extract from a letter kindly written, at my request, by Dr. Sargent, the Director of that institution:

. . . The object of physical training with us is not to make men active and strong, as much as it is to make them healthy and enduring. Perfect health implies a condition in which all parts of the body are properly nourished and harmoniously developed — in which the vital organs are sound, well balanced, and capable of performing their functions to the fullest extent. The researches of the physiologists have shown that whenever a certain organ or class of organs becomes relatively too small or large, causing a want of balance or harmony in their action, there is in every case far greater liability to disease. It is in imperfect, ill-balanced organizations that we find the greatest amount of sickness, and the greatest number of incurable disorders. It is the weak spot, caused by inheritance, acquired by exposure, close confinement, over-work, etc., that invites disease and death, even though the rest of the system may be in perfect condition. To attain a perfect structure, harmony in development, and a well-balanced organism is our principal aim.

In order to go about our work intelligently, we first take a number of body measurements, which are compared with a standard for the given age. We then test the strength of various parts, examine the heart, lungs, etc., and solicit as much of the student's history as will throw light on his inherited tendencies. From the data thus obtained a course of exercise is prescribed, which is in

every way designed to meet the demands of his particular case. Let us take a few illustrations :

No. 1 has a flat chest and is predisposed to consumption. If he is admitted to a gymnasium and left to his own discretion, the chances are that he will exhaust his vital energy in going from one thing to another before he has given his lungs and chest the special attention which they need. His wants are best subserved by specifying the work most suitable for him, and by adopting the apparatus to his peculiar condition.

No. 2 has a weak, irregular heart and poorly developed back and legs. Systematic rowing and running at a slow pace are admirably adapted for toning up the heart and strengthening the muscles of the back and legs, and are prescribed as special exercises with limitations.

No. 3 is nervous and excitable, inclined to do everything at a breakneck speed, thereby drawing upon the very power which it is for his interest to conserve. In this case a list of exercises is prescribed which are calculated to deaden nervous sensibility by increasing muscular strength.

No. 4 is bilious or lymphatic, and is given the opposite course from that prescribed for No. 3 ; and so on.

Where the muscular system only needs development, the pupil is directed at first to those appliances which are designed to strengthen his weak parts. After he has become more symmetrical his exercises are made more general. For the benefit of those who simply need exercise, without special training, a number of appliances have been introduced, which are so constructed that they can be readily adjusted to the "strength of the strong and the weakness of the weak." No long instruction is needed to make this apparatus available. It is only necessary to explain the desired movements once, and the results which follow will tell how well they have been carried out. Besides the developing appliances we have a great variety of swings, bars, ladders, etc. ; but before the student is allowed to use them he must give evidence of a certain amount of preparatory training.

This, in short, is the system pursued at Harvard, where there is no systematic instruction, and where, after an order of exercises has been once prescribed, everything is left to the option of the

student. How well the system works may be learned from an inspection of the gymnasium records, which are always open to the public. The second examinations, which I am now taking, show results which are very suggestive, if not a little startling. They have led me to conclude that half the young men who come to college are physically in arrears, *i.e.*, their brains have been developed at the expense of their physique. The rapid gain in health, strength, and size of students and professors (though more advanced in years) during the first three or four months of their gymnastic training can only be accounted for on this ground. Our best scholars fail for want of body, not for want of brain.

With some modifications or limitations the system of the Hemenway Gymnasium might be applied to the Latin and English High School gymnasium. No special instructor would be needed except at first. After an intelligent plan of work had been laid out, and some preparatory instruction in the use of it had been given to the regular teachers, they could easily give the boys all needed instruction, if they had the proper appliances to work with. In this work the teachers would have a double interest, for the exercise would benefit themselves no less than their pupils.

Most of the apparatus would be simple, requiring little preliminary instruction in the use of it; while some of the exercises would require no apparatus at all, but merely a large floor. The apparatus and the gymnasium itself should be at all times in the care of a competent janitor, who might be required to keep the gymnasium open in the afternoon and early evening, for the teachers and pupils who wished to use it for recreation. Indeed, if the full benefits of gymnastic exercise are to be enjoyed, much of it must take place out of school hours, for it is only a small fraction of

school time that can be used for the purpose, and this will all be needed for gymnastic instruction in classes.

The distribution of duties amongst the Supervisors might be in some respects changed for the better. By the Regulations, as they now stand, the Superintendent is directed to designate three Supervisors, who shall be placed in charge of the primary schools. The other three, of course, confine their work to the grammar and high schools. There is, consequently, but little work in which all the Supervisors have a common interest and responsibility. The practical result is, that they work as two distinct boards, having separate duties, and holding dissimilar relations to the schools. This is just the reverse of what should be. The Board of Supervisors should not be a heterogeneous, but a homogeneous body. For, unless the Supervisors are to act as mere assistants to the Superintendent, — to do his bidding in all things, and give advice only when asked, — it is important that they should be able to take counsel together, as to the best methods to pursue in doing their work. How otherwise can their individual observations and experience be well utilized? How, without careful comparison of notes and discussion of results, can they form trustworthy opinions as to the merits of particular methods of teaching, or as to the characteristics of different schools or teachers? How, without well-understood plans of concerted action, can they hope to use effectually the means placed at their command for improving the instruction and discipline of the schools? The methods of supervision used, except so far as they are prescribed by the positive

regulations of the School Committee, ought to be recognized as the methods, not of a single Supervisor, but of the Board of Supervisors, and as such to be entitled to all the weight properly attaching to the deliberate judgment of a board of experts. Hence, whatever tends to split up the Board of Supervisors, so that it cannot profitably sit together in counsel, robs it of an important means of usefulness and efficiency.

On the other hand, whatever tends to unify the Board by identifying the interests of its members in a common work will add weight to its opinions and efficiency to its action. This is the general reason for suggesting that the duties of all the Supervisors should be made essentially alike.

There is also an important special reason. It is believed that the Supervisor who is in charge of the primary schools of a district ought also to supervise the grammar schools of the same district. The advantages of such an arrangement hardly need to be set forth in detail. It must be obvious that the Supervisor, who has had in his hands the main direction of the primary instruction, is just the one who can most usefully follow the pupils from the primary to the grammar school, and watch over their instruction there. Discontinuity of instruction there must be in passing from schools of one grade to schools of another; but, for this very reason, discontinuity of supervision ought not to happen. Again, it is mainly on the judgment of the Supervisor in charge of a primary school that reliance must be placed in making promotions to the grammar school. How can he

better keep himself informed as to the propriety of his promotions, than by visiting the lower classes, and especially the sixth class, of the grammar schools? Indeed, it is not easy to see how he can act intelligently for the best good of the pupils unless, acting under a sense of continued responsibility, he watches over them after promotion as well as before. But, above all, this arrangement would put it in the power of the Supervisor of the district, and Master of the Grammar School, to render each other valuable assistance in many ways. Whatever can be done to promote such mutually helpful relations ought not to be left undone, for it is a matter of experience that, wherever the absence of prejudice has allowed the growth of such relations, the results have been altogether satisfactory.

For the reasons above stated, I would recommend that so much of the Regulations as limits the supervision of the primary schools to three Supervisors be stricken out, and that the supervision of those schools, as well as that of the grammar and high schools, be entrusted to the Board of Supervisors. They would then be responsible for the making a wise distribution of their work, and for the results of it. My belief is that the usefulness and efficiency of the Board of Supervisors could not be better promoted than by making them one body, with a common responsibility to the School Committee for all they recommend and all they do.

EDWIN P. SEAVER.

STATISTICS

ACCOMPANYING THE REPORT OF THE

SUPERINTENDENT OF SCHOOLS.

FEBRUARY, 1881.

SUMMARY.

February, 1881.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	4	77	75	2	97	73
Latin and High	10	87	2,016	1,916	100	95	1,968
Grammar	50	619	27,412	24,638	2,774	89.8	27,523
Primary	407	407	21,902	18,339	3,563	83.7	21,996
Totals	468	1,117	51,407	44,968	6,439	87.5	51,560

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	77	61	16	81	78
Licensed Minors	2	2	58	50	8	86.2	58
Evening High	1	9	650	200	.....	.....	.....
Evening	17	108	2,118	1,147	.....	.....	.....
Evening Drawing	6	16	402	297	.....	.....	.....
Totals	27	144	3,305	1,755	.....	.....	.....

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School . . . . .	.....	3	150	1	2	3
Latin School	1	47	1,645	12	.....	12
Eng'ish High School . . .				14	.....	14
Girls' High School	1	9	759	2	15	17
Girls' Latin School . . .				1	4	5
Roxbury High School . .	1	6	212	2	4	6
Dorchester High School .	1	6	205	1	3	4
Charlestown High School .	1	9	297	1	5	6
West Roxbury High School	1	1	96	1	2	3
Brighton High School . .	1	1	81	1	2	3
East Boston High School .	1	0	82	1	2	3
Grammar Schools	50	558	30,267	87	501	588
Primary Schools	100	448	22,247	.....	407	407
Totals	158	1,088	56,041	124	947	1,071

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	49	68	117
Evening Drawing Schools	13	3	16
French: High Schools	3	2	5
German: High Schools	2		2
Sciences: Roxbury and West Roxbury High Schools		1	1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High and Grammar Schools	1		1
Sewing		23	23
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Gymnastics: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Totals	73	117	190

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to February, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal		77	77		75	75	2	97.	1				1	1		
Latin	334		334	325		325	9	97.	1	3	8					
Girls' Latin		140	140		133	133	7	94.4		1				1	1	2
English High	365		365	350		350	15	95.0	1	7	6					
Girls' High		552	552		516	516	36	93.6	1		1	1	1	2	3	3
Roxbury High	85	100	185	84	93	177	11	95.	1				1		2	2
Dorchester High	42	60	102	40	55	95	7	93.4		1			1			2
Charlestown High	61	83	144	57	70	126	8	94.5	1				1	1	1	2
West Roxbury High	26	39	65	24	37	61	4	94.		1					1	1
Brighton High	17	32	49	17	32	49		98.0		1					1	1
East Boston High	35	42	77	34	40	74	3	96.8		1					1	1
Totals	968	1,125	2,093	931	1,060	1,991	102	95.1	6	15	15	1	5	5	10	19

CLASSIFICATIONS AND AGES, FEBRUARY, 1881.

	First year class.	Second year class.	Third year class.	Fourth year class.	Fifth year class.	Sixth year class.	Out of course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years and over.
Normal	39	34	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	73	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	73
Latin	56	65	56	32	27	28	61	325	5	18	42	67	72	49	32	40
Girls' Latin	31	46	44	24	12	. . . . .	. . . . .	137	. . . . .	7	12	23	38	23	19	15
English High	159	118	79	3	. . . . .	. . . . .	. . . . .	359	. . . . .	. . . . .	1	9	56	109	107	77
Girls' High	245	119	111	61	. . . . .	. . . . .	. . . . .	536	. . . . .	. . . . .	. . . . .	25	86	116	127	182
Roxbury High	106	53	28	. . . . .	. . . . .	. . . . .	. . . . .	187	. . . . .	. . . . .	. . . . .	20	48	56	46	17
Dorchester High	46	26	27	. . . . .	. . . . .	. . . . .	. . . . .	99	. . . . .	. . . . .	. . . . .	11	21	39	18	10
Charlestown High	58	36	35	9	. . . . .	. . . . .	. . . . .	138	. . . . .	. . . . .	. . . . .	7	45	33	31	22
West Roxbury High	28	23	13	. . . . .	. . . . .	. . . . .	. . . . .	64	. . . . .	. . . . .	1	4	17	13	14	15
Brighton High	23	11	16	. . . . .	. . . . .	. . . . .	. . . . .	50	. . . . .	. . . . .	2	5	10	15	11	7
East Boston High	45	28	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	73	. . . . .	. . . . .	. . . . .	5	25	20	14	9
Totals	836	539	389	129	39	28	61	2,041	5	25	58	176	418	473	419	467
Percentages	41	27.3	19	6.3	1.9	1.3	3.2	100	.2	1.2	2.8	8.6	20.4	23.3	20.5	23

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1881.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Avg'e No. of Pupils to a Regular Teacher.
Normal	2	77	38.5
Latin	11	334	30.4
Girls' Latin	4	140	35.0
English High	13	365	28.0
Girls' High	16	552	34.5
Roxbury High	5	188	37.6
Dorchester High	3	102	34.0
Charlestown High	5	144	29.0
West Roxbury High	2	65	32.5
Brighton High	2	49	24.5
East Boston High	2	77	38.5
Totals	65	2,093	32.2

ADMISSIONS, SEPTEMBER, 1880.

NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age. Years.
Girls' High School	27	19 $\frac{9}{12}$
Charlestown High School	2	18 $\frac{9}{12}$
Roxbury High School	2	22 $\frac{1}{12}$
From High Schools	131	20 $\frac{5}{12}$
From other sources	9	21
Total	40	20 $\frac{8}{12}$

¹ High School Graduates, June, 1880; Girls, 207.

HIGH SCHOOLS.

SCHOOLS.	ADMITTED.		From Grammar Schools.	From other Sources.	Total.	Average Age.
	Boys.	Girls.				
Latin	92	....	54	38	92	14 $\frac{5}{12}$
Girls' Latin .....	....	59	49	10	59	14 $\frac{3}{12}$
English High	166	....	151	15	166	15 $\frac{3}{12}$
Girls' High .....	....	269	202	67	269	16 $\frac{2}{12}$
Charlestown High	30	36	58	8	66	15 $\frac{3}{12}$
Roxbury High	47	64	100	11	111	15 $\frac{6}{12}$
West Roxbury High	9	14	23	....	23	15 $\frac{2}{12}$
Dorchester High	29	24	51	2	53	15 $\frac{7}{12}$
Brighton High	11	13	22	2	24	1 $\frac{3}{12}$
East Boston High	24	26	50	....	50	16 $\frac{2}{12}$
Totals	408	505	1760	153	913	15 $\frac{3}{12}$

¹ Grammar School Graduates, June, 1880; Boys, 551; Girls, 779; Total, 1,400.

GRAMMAR SCHOOLS.

Semi-Annual Returns to February, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	2d Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Adams	380	165	545	340	145	485	60	87.6	1	1	.	1	1	7
Allston	183	182	365	160	156	316	49	87.	1	.	.	1	1	5
Andrew	363	275	638	313	224	537	101	84.2	1	1	.	2	2	7
Bennett	156	159	315	143	144	287	28	91.2	1	.	.	1	1	4
Bigelow	803	...	803	754	...	754	49	93.9	1	1	1	1	1	12
Bowditch . . . . .	...	316	316	...	273	273	43	86.	1	.	.	1	2	5
Bowdoin . . . . .	...	419	419	...	363	363	56	86.	1	.	.	2	1	6
Brimmer	673	...	673	609	...	609	64	90.1	1	1	1	1	1	10
Bunker Hill	305	361	666	279	322	601	65	90.1	1	1	.	2	2	7
Central	320	...	320	285	...	285	35	89.1	1	.	.	1	1	4
Chapman	303	322	625	282	291	573	52	92.5	1	1	.	2	2	7
Charles Sumner	111	100	211	101	88	189	22	89.7	.	1	.	.	1	3
Comins	385	502	887	356	454	810	77	91.3	1	1	.	3	2	10
Dearborn	475	446	921	413	331	794	127	86.	1	1	.	2	3	12
Dillaway . . . . .	...	403	403	...	358	358	45	88.9	1	.	.	2	1	5
Dorchester-Everett	239	238	477	219	215	434	43	91.	1	.	1	1	1	6
Dudley	538	...	538	493	...	493	45	91.5	1	1	.	1	1	7
Dwight	646	...	646	590	...	590	56	91.4	1	1	1	1	1	9
Elliot	949	...	949	840	...	840	109	88.	1	1	2	1	1	13
Emerson	341	284	625	308	248	556	69	90.	1	1	.	2	2	8
Everett . . . . .	...	724	724	...	657	657	67	90.	1	.	.	2	3	9
Franklin . . . . .	...	750	750	...	671	671	79	89.5	1	.	.	2	3	9
Frothingham	274	299	573	250	266	516	57	90.	1	1	.	1	1	9
Gaston . . . . .	...	453	453	...	412	412	41	91.	1	.	.	2	1	6
Gibson	122	137	239	107	117	224	35	87.	.	1	.	.	2	4
Hancock . . . . .	...	582	582	...	508	508	74	87.4	1	.	.	2	2	9
Harris	105	136	241	97	121	218	23	90.5	.	1	.	.	1	4
Harvard	281	296	577	262	268	530	47	91.8	1	1	.	1	1	9

1 Female Principal.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	. . .	328	328	. . .	283	283	45	86.	1	. .	1	1	4
Lawrence	871	. . .	871	820	. . .	820	51	94.	1	1	2	1	12
Lewis	333	338	671	301	305	606	65	90.2	1	1	. .	2	7
Lincoln	743	. . .	743	690	. . .	690	53	93.	1	1	1	1	10
Lowell	303	233	536	269	200	469	67	87.2	1	1	. .	1	7
Lyman	440	192	632	395	167	562	70	88.1	1	1	. .	2	7
Mather	158	160	318	141	135	276	42	86.6	1	. .	1	1	4
Minot	130	130	260	116	113	229	31	88.2	. .	1	. .	1	4
Mt. Vernon	76	81	157	72	73	145	12	92.3	. .	1	. .	1	3
Norcross . . . . .	. . .	738	738	. . .	692	692	46	93.6	1	. .	2	3	9
Phillips	774	. . .	774	688	. . .	688	86	89.	1	1	1	1	11
Prescott	220	240	460	210	225	435	25	94.4	1	. .	1	1	6
¹ Prince	125	168	293	110	144	254	39	86.8	1	. .	1	1	4
Quincy	547	. . .	547	497	. . .	497	50	90.3	1	1	1	1	8
Rice	603	. . .	603	549	. . .	549	54	90.2	1	1	1	1	8
Sherwin	435	476	911	402	436	838	73	92.	1	1	. .	2	11
Shurtleff . . . . .	. . .	689	689	. . .	610	610	79	88.	1	. .	2	3	8
Stoughton	119	124	243	107	103	210	33	86.9	. .	1	. .	2	3
Tileston	35	43	78	32	38	70	8	89.7	. .	. .	1	. .	1
Warren	299	352	651	277	318	595	56	91.5	1	1	. .	2	8
Wells . . . . .	. . .	534	534	. . .	467	467	67	88.	1	. .	2	1	8
Winthrop . . . . .	. . .	874	874	. . .	770	770	104	88.	1	. .	2	4	12
Totals	14,163	13,249	27,412	12,877	11,761	24,638	2,774	89.8	43	29	14	65	361

¹The returns from the Prince School are from the date of its separation from the Brimmer, November 1, 1880.

Number of Pupils in each Class, Whole Number, and Ages, February, 1881.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	31	100	98	102	113	117	561	7	30	56	79	83	88	85	80	53
Allston	28	44	53	69	116	63	273	2	19	41	55	41	66	64	44	41
Andrew	30	55	48	105	195	211	644	. . .	17	68	116	118	123	93	67	42
Bennett	14	19	54	57	59	110	313	1	13	46	55	54	49	48	35	12
Bigelow	47	47	98	209	208	191	800	. . .	37	119	126	169	128	114	55	52
Bowditch	16	17	33	77	74	94	311	2	15	38	37	68	65	40	26	11
Rowdoin	35	44	91	49	83	120	422	. . .	12	45	59	72	85	61	45	43
Brimmer	39	49	83	92	148	260	671	1	20	64	135	124	118	96	69	44
Bunker Hill	39	48	107	109	177	192	672	. . .	25	66	99	121	126	112	84	39
Central	19	32	53	57	79	78	318	1	12	32	46	45	58	59	35	39
Chapman	37	45	112	113	110	218	635	5	34	62	76	109	90	98	80	81
Charles Sumner	11	19	33	48	54	47	212	. . .	2	9	35	39	42	33	34	18
Comins	41	69	125	127	262	258	882	3	22	101	167	155	161	137	87	49
Dearborn	36	102	97	105	230	315	885	1	13	73	140	181	153	147	119	58
Dillaway	35	50	52	60	105	108	410	. . .	15	40	72	58	65	52	60	48
Dorchester-Everett	25	42	95	104	102	111	479	. . .	8	36	68	82	88	77	60	60
Dudley	40	53	111	102	113	122	541	. . .	9	75	69	108	96	82	68	34
Dwight	47	97	79	99	115	215	652	. . .	12	72	114	123	100	87	89	55
Eliot	29	45	185	115	208	370	952	3	31	138	151	164	165	156	94	50
Emerson	35	69	86	116	145	166	617	2	14	55	88	103	100	104	78	73
Everett	43	94	100	157	162	170	726	1	15	59	87	137	119	106	92	110
Franklin	45	100	107	166	165	170	753	2	21	63	107	110	126	118	89	117
Frothingham	32	39	105	108	170	192	586	. . .	16	58	114	105	99	98	65	39

Gaston	30	46	83	73	113	166	451	...	13	37	66	84	79	60	65	47
Gibson	18	35	29	48	63	66	259	...	6	14	41	47	51	33	42	25
Hancock	41	33	40	81	201	210	606	3	36	82	120	80	108	80	53	35
Harris	24	30	37	52	55	51	249	2	16	31	35	44	40	32	25	24
Harvard	37	55	97	103	148	138	578	...	8	48	99	105	120	93	54	51
Hillside	24	47	69	62	71	58	331	...	9	24	45	57	62	58	39	37
Lawrence	34	103	114	100	207	258	878	2	22	103	184	162	190	127	70	18
Lewis	51	107	114	115	111	172	670	1	21	70	97	117	114	70	60	111
Lincoln	45	54	103	165	165	209	741	...	17	100	122	115	143	124	79	32
Lowell	35	56	105	119	115	108	558	...	8	61	84	102	100	86	57	30
Lynan	29	62	61	96	169	212	629	1	22	68	96	99	111	95	80	57
Mather	19	27	51	52	112	58	319	...	4	27	37	54	61	63	34	39
Minot	15	46	43	55	52	50	261	3	9	30	41	33	46	39	30	30
Mount Vernon	18	20	22	28	34	37	159	...	5	21	32	29	26	21	16	9
Norcross	36	103	168	100	269	168	724	...	30	77	123	143	132	118	65	36
Phillips	28	53	106	157	166	250	760	1	45	94	120	153	138	93	65	51
Prescott	36	53	50	93	115	116	463	...	7	34	63	105	85	65	66	38
Prince	26	34	53	50	64	75	302	...	11	38	57	52	69	37	27	11
Quincy	38	41	85	83	137	154	640	1	13	87	97	92	102	73	36	39
Rice	38	52	100	129	187	132	629	1	18	75	119	98	100	113	62	43
Sherwin	35	109	99	216	209	238	906	1	26	94	136	167	123	167	102	90
Shurtleff	51	52	115	104	216	169	707	6	59	96	93	108	110	103	70	62
Stoughton	29	29	52	51	52	58	253	...	10	31	41	39	40	41	29	31
Tilston	14	6	16	11	21	11	79	...	3	11	12	10	14	13	10	6
Warren	40	47	98	122	154	208	669	1	16	75	100	119	114	122	73	51
Wells	45	45	109	105	117	140	561	1	15	50	93	93	96	96	62	55
Winthrop	52	85	100	188	209	221	856	2	31	76	143	150	135	136	102	81
Totals	1,333	2,703	4,004	4,947	6,606	7,571	27,523	57	892	2,977	4,400	4,818	4,819	4,234	3,637	2,289
Percentages	6	10	14.5	18	24	27.5	100	.2	3.2	10.8	15.5	18	18	15	11	8.3

PRIMARY SCHOOLS.

Semi-Annual Returns to February, 1881.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	246	97	343	200	77	277	66	80.7	246	125	371
Allston	6	147	140	296	125	122	247	49	83.4	190	95	285
Andrew	9	259	249	508	220	209	429	79	84.4	314	189	503
Bennett	5	120	110	230	106	93	199	31	86.5	143	80	223
Bigelow	12	382	271	653	333	226	559	94	85.6	429	230	659
Bowditch	10	246	198	444	207	167	374	70	84.2	288	178	466
Bowdoin	12	304	303	607	252	232	484	123	80.	390	228	618
Brimmer	8	204	223	427	179	196	375	52	87.8	274	164	438
Bunker Hill	10	277	280	557	240	235	475	82	85.2	343	242	585
Central	3	97	86	183	82	70	152	31	83.	113	81	194
Chapman	10	317	225	542	275	187	462	80	85.2	350	182	532
Charles Sumner . .	4	120	105	225	108	89	197	28	87.5	128	100	228
Comins	19	538	560	1,098	461	461	922	176	84.	668	439	1,107
Dearborn	18	494	477	971	410	375	785	186	80.8	539	442	981
Dor.-Everett . . .	7	227	185	412	180	141	321	91	77.9	223	176	399
Dudley	11	314	239	553	262	192	454	99	82.	325	238	563
Dwight	6	144	184	328	123	154	277	51	84.4	190	134	324
Eliot	10	343	124	467	299	99	398	69	85.2	352	131	483
Emerson	9	291	206	497	246	165	411	86	82.7	271	204	475
Everett	12	300	319	619	260	263	523	96	84.5	335	302	637
Franklin	18	360	361	721	312	299	611	110	84.7	417	283	700
Frothingham . . .	8	224	228	452	196	189	385	67	85.1	265	198	463
Gaston	10	240	291	531	203	241	444	87	83.6	278	243	521
Gibson	5	123	95	218	94	71	165	53	75.6	99	92	191
Hancock	13	379	308	687	343	271	614	73	89.3	479	214	693
Harris	3	93	60	153	75	43	118	35	77.1	101	52	153
Harvard	13	352	375	727	302	303	605	122	83.2	391	321	712

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside	4	91	88	179	77	72	149	30	83.2	106	79	185
Lawrence	21	883	275	1,158	770	234	1,004	154	86.7	715	450	1,165
Lewis	10	250	289	539	214	230	444	95	82.3	316	229	545
Lincoln	6	244	105	349	203	82	285	64	81.6	221	134	355
Lowell	11	345	297	642	289	241	530	112	82.5	380	262	642
Lyman	6	233	99	332	213	86	299	33	90.	207	142	349
Mather	5	148	148	296	115	115	230	66	78.	180	117	297
Minot	4	97	73	170	81	57	138	32	81.1	123	46	169
Mount Vernon . . .	3	62	56	118	54	47	101	17	85.6	73	46	119
Norcross	7	. . .	363	363	. . .	323	323	40	89.	206	143	349
Phillips	4	122	79	201	104	63	167	34	83.	130	84	214
Prescott	8	264	215	479	227	180	407	72	81.8	268	195	463
Prince	3	65	58	123	49	45	94	29	76.4	89	50	139
Quincy	7	237	167	404	207	136	343	61	84.9	257	159	416
Rice	8	226	197	423	182	154	336	87	79.4	290	176	466
Sherwin	14	395	381	776	345	323	668	108	86.	398	344	742
Shurtleff	7	213	173	386	189	142	331	55	85.7	263	125	388
Stoughton	2	60	58	118	47	45	92	26	78.	81	45	126
Tileston	1	27	20	47	21	13	34	13	72.3	37	13	50
Warren	7	221	201	422	190	163	353	69	83.6	229	157	386
Wells	11	316	287	603	264	229	493	110	81.7	352	236	588
Winthrop	6	167	158	325	133	122	255	70	78.4	233	106	339
Totals	407	11,807	10,095	21,902	10,067	8,272	18,339	3,563	83.7	13,295	8,701	21,996

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, February, 1881.

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams . . .	46	42	52	58	30	143	371	62	94	90	72	53
Allston . . .	46	26	48	29	60	76	285	36	76	80	55	38
Andrew . . .	51	57	57	55	112	171	503	74	117	123	105	84
Bennett . . .	47	76	78	9	6	7	223	25	48	70	50	30
Bigelow . . .	103	109	55	107	89	196	659	80	174	175	139	91
Bowditch . .	52	86	47	51	95	135	466	77	114	97	92	86
Bowdoin . .	77	71	120	58	87	205	618	88	156	144	117	113
Brimmer . .	46	47	37	65	78	165	438	54	94	126	102	62
Bunker Hill .	106	14	43	116	89	217	585	71	133	139	129	113
Central . . .	25	20	24	31	21	73	194	29	39	45	37	44
Chapman . .	74	71	79	73	104	131	532	75	139	122	119	77
Chas. Sumner	33	34	40	30	25	66	228	37	50	41	38	62
Comins . . .	124	174	88	142	194	385	1,107	146	261	261	227	212
Dearborn . .	138	119	120	135	193	267	981	117	191	218	198	257
Dor.-Everett	51	62	60	59	53	114	399	52	78	93	102	74
Dudley . . .	64	68	88	66	88	189	563	61	125	139	123	115
Dwight . . .	48	49	51	55	55	66	324	15	89	86	74	60
Eliot	50	72	66	68	38	189	483	103	139	110	98	33
Emerson . .	75	31	55	104	104	106	475	53	106	112	86	118
Everett . . .	186	..	101	111	107	132	637	57	113	165	152	150
Franklin . .	107	102	105	103	108	175	700	100	152	165	168	115
Frothingham	119	58	32	83	76	95	463	62	106	97	127	71
Gaston . . .	50	103	48	105	51	164	521	70	89	119	128	115
Gibson . . .	19	32	16	25	40	59	191	20	42	37	56	36
Hancock . .	73	78	39	114	83	306	693	145	170	164	141	73
Harris . . . .	..	..	28	25	17	83	153	27	38	36	31	21
Harvard . .	88	91	93	83	107	250	712	87	157	147	171	150
Hillside . . .	35	27	26	21	32	44	185	24	37	45	43	36

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Whole Number.	Five years.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence . . .	223	96	159	167	171	349	1,165	149	247	319	244	206
Lewis	75	97	101	76	57	139	545	55	112	149	137	92
Lincoln	54	48	60	59	32	102	355	53	73	95	72	62
Lowell	62	67	99	133	76	205	642	91	125	164	156	106
Lyman	49	53	50	53	52	92	349	40	97	70	91	51
Mather	23	30	57	55	40	92	297	36	63	56	76	66
Minot . . . . .	. .	45	3	35	14	72	169	32	43	48	33	13
Mt. Vernon . .	26	15	8	28	18	24	119	9	36	28	31	15
Norcross . . .	56	47	49	28	69	100	349	64	62	80	56	87
Phillips	15	41	33	26	36	63	214	40	46	44	37	47
Prescott	121	63	57	. .	67	155	463	63	103	102	90	105
Prince . . . . .	. .	25	52	17	. .	45	139	6	33	50	28	22
Quincy	51	58	56	53	59	139	416	76	84	97	89	70
Rice	56	52	56	113	59	130	466	65	111	114	98	78
Sherwin	110	97	129	92	157	157	742	62	178	158	183	161
Shurtleff . . .	50	56	32	39	82	129	588	77	90	96	79	46
Stoughton . . . .	. .	21	19	25	30	31	126	29	29	23	36	9
Tileston . . . . .	. .	14	8	7	11	10	50	18	12	7	7	6
Warren	49	67	27	55	48	140	386	51	91	87	78	79
Wells	52	71	88	95	136	146	588	90	129	133	140	96
Winthrop . . .	39	49	54	30	33	134	339	47	93	93	72	34
Totals	3044	2531	2,902	3,167	3,389	6,663	21,906	3,000	4,984	5,250	4,813	3940
Percentages .	14	13	13.1	14.3	15.3	30.3	100	14	22.2	24	21.8	18

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, February, 1881.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	10	545	54.5	Harris	5	241	48.2
Allston	7	365	52.1	Harvard ...	12	577	48.0
Andrew.....	12	638	53.2	Hillside	6	328	54.7
Bennett	6	315	52.5	Lawrence ..	17	871	51.2
Bigelow	16	803	50.2	Lewis.....	12	671	55.9
Bowditch...	8	316	39.5	Lincoln	14	743	53.1
Bowdoin....	9	419	46.5	Lowell.....	10	536	53.6
Brimmer....	14	673	48.0	Lyman	12	632	52.7
Bunker Hill.	12	666	55.5	Mather	6	318	53.0
Central	6	320	53.3	Minot	5	260	52.0
Chapman ...	12	625	52.0	Mt. Vernon.	4	157	39.3
Chas. Sumner	4	211	52.8	Norcross ...	14	738	52.7
Comins	16	887	55.4	Phillips	15	774	51.6
Dearborn ...	18	921	51.2	Prescott....	9	460	51.1
Dillaway ...	8	403	50.4	Prince	6	293	48.8
Dor.-Everett	9	477	53.0	Quincy.....	12	547	45.6
Dudley	10	538	53.8	Rice	12	603	50.3
Dwight	13	646	49.7	Sherwin	17	911	53.6
Eliot	18	949	52.7	Shurtleff... ¹	13	689	53.0
Emerson....	13	625	48.1	Stoughton..	5	243	48.6
Everett	14	724	51.7	Tileston....	12	78	39.0
Franklin....	14	750	53.6	Warren	13	651	50.0
Frothingham	12	573	47.8	Wells.....	11	534	48.5
Gaston	9	453	50.3	Winthrop ..	18	874	48.5
Gibson	6	259	43.2				
Hancock ...	13	582	44.7	Totals	539	27,412	50.9

¹ Principal included.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, February, 1881.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	343	57.1	Harvard ...	13	727	56.
Allston	6	296	49.3	Hillside	4	179	44.8
Andrew	9	508	56.4	Lawrencee ..	21	1,158	55.1
Bennett	5	230	46.	Lewis	10	539	53.9
Bigelow	12	653	54.4	Lincoln	6	349	58.1
Bowditch ...	10	444	44.4	Lowell	11	642	58.4
Bowdoin ...	12	607	50.6	Lyman	6	332	55.3
Brimmer ...	8	427	53.4	Mather	5	296	59.2
Bunker Hill.	10	557	55.7	Minot	4	170	42.5
Central	3	183	61.	Mt. Vernon	3	118	39.3
Chapman ...	10	542	54.2	Norcross ...	7	363	51.8
Ch's Sumner	4	225	56.2	Phillips	4	201	50.3
Comins	19	1,098	57.8	Prescott ...	8	479	59.9
Dearborn ..	18	971	54.	Prince	3	123	41.
Dor.-Everett	7	412	58.8	Quincy	7	404	57.7
Dudley	11	553	50.3	Rice	8	423	53.1
Dwight	6	328	54.6	Sherwin ...	14	776	55.4
Eliot	10	467	46.7	Shurtleff ...	7	386	55.1
Emerson ...	9	497	55.	Stoughton ..	2	118	59.
Everett	12	619	51.6	Tileston	1	47	47.
Franklin ...	13	721	55.5	Warren	7	422	60.3
Frothingham	8	452	56.5	Wells	11	603	54.8
Gaston	10	531	53.1	Winthrop ..	6	325	54.2
Gibson	5	218	43.6				
Hancock	13	687	52.8	Totals	407	21,902	53.8
Harris	3	153	51.				

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, since Sept., 1880.

DISTRICTS.	Sent to Gr. School.	DISTRICTS.	Sent to Gr. School.
Adams	29	Harvard	3
Allston	41	Hillside .....	..
Andrew	71	Lawrence	2
Bennett	14	Lewis	17
Bigelow	44	Lincoln	1
Bowditch	93	Lowell .....	..
Bowdoin	105	Lyman .....	..
Brimmer	4	Mather .....	..
Bunker Hill	27	Minot .....	..
Central .....	..	Mt. Vernon	18
Chapman	15	Norcross	10
Charles Sumner .....	..	Phillips	17
Comins	21	Prescott	46
Dearborn	91	Prince	2
Dor.-Everett	16	Quincy	59
Dudley	44	Rice	19
Dwight	56	Sherwin	45
Eliot	46	Shurtleff	48
Emerson	25	Stoughton .....	..
Everett	12	Tileston .....	..
Franklin	22	Warren	49
Frothingham	57	Wells	54
Gaston .....	..	Winthrop .....	..
Gibson	7		
Hancock	89		
Harris .....	..	Total	1,339

GRAMMAR SCHOOLS.

Number of diploma scholars, June, 1880. Number of these admitted to High and Latin Schools, September, 1880.

SCHOOLS.	Diplomas.	Admitted to High and Latin Schools.	SCHOOLS.	Diplomas.	Admitted to High and Latin Schools.
Adams	30	12	Harris	21	17
Allston.....	25	11	Harvard.....	44	15
Andrew	15	5	Hillside	14	9
Bennett	15	14	Lawrence	39	21
Bigelow	37	16	Lewis	42	26
Bowditch.....	16	7	Lincoln	22	8
Bowdoin	25	14	Lowell	43	15
Brimmer	37	6	Lyman	22	8
Bunker Hill	35	13	Mather.....	16	10
Central	21	15	Minot	12	11
Chapman.....	38	15	Mt. Vernon.....	5	1
Chas. Sumner	10	3	Norcross	40	15
Comins.....	39	15	Phillips	27	13
Dearborn.....	47	29	Prescott.....	25	9
Dillaway	27	26	Prince	17	17
Dor.-Everett.....	19	11	Quincy.....	25	14
Dudley.....	16	14	Rice	63	41
Dwight.....	40	24	Sherwin.....	47	21
Eliot	32	12	Shurtleff.	53	22
Emerson	31	19	Stoughton	17	11
Everett	46	36	Tileston	5	5
Franklin	36	24	Warren	28	19
Frothingham.....	35	12	Wells	22	11
Gaston	31	16	Winthrop.....	52	20
Gibson	19	9			
Hancock	37	19	Totals.....	1,460	756

EXPENDITURES FOR THE PUBLIC SCHOOLS.

R E P O R T

OF THE

COMMITTEE ON ACCOUNTS.

REPORT.

BOSTON, June 1, 1881.

The Committee on Accounts herewith present their Annual Report for the financial year 1880-81, in accordance with the rules of the Board requiring the same, together with the "Report of Expenditures required of the Auditing Clerk" by the Regulations.

A statement is presented from the Superintendent of Public Buildings of the expenditures for the public schools, as made under the direction and control of the City Council, the combined expenditures giving the total cost of the schools for the past financial year ending April 30, 1881.

Under date of February 17, 1880, the Committee on Accounts transmitted to the City Auditor the estimated amounts required to carry on the Public Schools, exclusive of the sums to be expended by the Committee on Public Buildings of the City Council.

The estimates presented were as follows :—

Salaries of instructors	\$1,124,576
“ “ officers	45,320
Incidentals	273,350
Total	<u>\$1,443,246</u>

The amounts appropriated by the City Council were as follows :—

Salaries of instructors	\$1,050,000
“ “ officers	44,000
Incidentals	240,000
Total	<u>\$1,334,000</u>
Reduction by the City Council	<u>\$109,246</u>

There was no way in which so large a reduction could be met except by a general reduction of salaries, or by abolishing certain schools not required by law and the discharge of all the special teachers.

The School Board was not disposed to lower the salaries or abolish schools, although the services of all the special instructors in drawing, with the exception of the director, were dispensed with after Sept. 1, 1880; and it was quite as evident at the time the appropriations were made by the City Council that the amount granted would be insufficient to meet the wants of the schools, as it was toward the close of the year.

Under date of Jan. 21, 1881, the Committee on Accounts asked for an additional appropriation to carry on the schools to the end of the year, as follows:—

Salaries of instructors	\$66,000
“ “ officers	8,470
Incidentals	5,380
	<hr/>
Total	\$79,850

After a slight delay, and some opposition, on the part of the City Council, the amount asked for was granted, which, together with the original appropriation, made the total amount granted for the year as follows:—

Salaries of instructors	\$1,116,000
“ “ officers	52,470
Incidentals	245,380
	<hr/>
Total	\$1,413,850

The expenditures were as follows:—

School Committee.

Salaries of instructors	\$1,112,932 69
“ “ officers	52,470 00
	<hr/>
<i>Carried forward</i>	<i>\$1,165,402 69</i>

<i>Brought forward</i>	\$1,165,402 69
Incidentals: —	
Salaries of janitors . . .	\$77,204 10
Fuel, gas, and water . . .	57,483 62
Printing and supplies . . .	113,427 33
	<hr/> 248,115 05
Total expenditure from the appropriation,	\$1,413,517 74
Expended for Dorchester schools from in-	
come of the Gibson Fund . . .	¹ 246 22
	<hr/>
Total expenditure	\$1,413,763 96
Total income	73,871 08
	<hr/>
Net expenditure, School Committee .	\$1,339,892 88

City Council.

Furniture, masonry, carpentry, roofing, heating apparatus, etc. . .	\$145,913 55
Income	205 00
	<hr/>
Net expenditure, City Council . . .	\$145,708 55
	<hr/>
Total net expenditure for the year (ex-	
clusive of new school-houses) . . .	\$1,485,601 43
	<hr/> <hr/>

The average number of pupils belonging to all the schools was 54,712. The average cost per pupil incurred by the School Committee was \$24.49, by the City Council, \$2.66, — making the total average cost per pupil, \$27.15.

While the average number of pupils belonging to all the schools has largely increased, the expenses of the School Committee, as compared with those of last year, have been

¹ This amount is charged to the School Committee for the first time, owing to a change in keeping the accounts at the City Hall, and is included in the expenditures of the School Committee, although it does not come out of the appropriation.

reduced \$27,868.84; while the expenses of the City Council for furniture, repairs of school-houses, etc., as compared with those of last year, have been increased \$47,193.71, which increases the net expenditure of both departments \$19,324.87 over that of last year.

The original cost of the buildings and land used for High Schools, to May 1, 1880, was about \$1,000,000

The assessed value of the buildings and land May 1, 1880, was \$1,016,100

The original cost of the buildings and land used for Grammar and Primary Schools, to May 1, 1880, was about . . \$5,216,700

The assessed value of the buildings and land, May 1, 1880, was 6,304,550

The assessed value of the buildings and land in possession of the School Committee, used only for special and evening schools, May 1, 1880, was 146,000

Total valuation of buildings and land in charge of the School Committee, as assessed May 1, 1880, was \$7,466,650

The total amount expended for High Schools, including expenditures by the Public Building Committee, was \$189,558.76. Average number of pupils belonging to these schools, 2,093. Average cost per pupil, \$90.57.

The total amount expended for Grammar Schools, including expenditures by the Public Building Committee, was \$804,824.71. Average number of pupils belonging to these schools, 27,412. Average cost per pupil, \$29.36.

The total amount expended for Primary Schools, includ-

ing expenditures by the Public Building Committee, was \$397,434.21. Average number of pupils belonging to these schools, 21,902. Average cost per pupil, \$18.15.

The committee include in this report the amounts appropriated by the City Council for the year 1880-81, together with the amounts drawn each month, and charged to these appropriations. The aggregate amount expended is subdivided, showing the cost of the more important items.

The largest expenditures were made for the following items:—

By the School Committee:—

Salaries (instructors, officers, and janitors),	\$1,242,606	79
Gas and fuel	53,159	54
Books, including supplementary reading .	51,619	24
Printing	7,401	84
Stationery and postage	12,765	66

By the Committee on Public Buildings:—

Heating apparatus	\$22,110	47
Carpentry	25,993	82
Masonry	20,402	79
Furniture	11,928	57

The greatest increase in any item of expenditure controlled by the School Committee is in that for fuel, which last year cost \$33,048.80, and this year cost \$49,098.14, — an increase of \$16,049.34. This was occasioned by the advanced cost of coal and the unusually severe winter.

The greatest decrease was in the expense for books, which cost \$40,171.88 less than last year. The amount credited to school expenses for books and materials sold (\$47,864.40) largely reduces the cost for supplies this year.

The following table shows the amount expended by the School Committee, the number of pupils, and the average cost per pupil incurred by them for the last five years:—

Year.	Expenditures.	Income.	Net Expenditures.	No. of pupils.	Rate per pupil.
1876-77 . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49

As will be noticed by the above table, the expenses of the schools have been steadily decreased since the reorganization of the Board in 1876, although the number of pupils has increased at the rate of over 1,000 each year.

The following table shows the actual reduction in the expenses of the School Committee each year from what they would have been had the cost of tuition per pupil remained the same as it was in 1876-77, viz., \$29.88 : —

Year.	No. of pupils.	Expenditures at rate of \$29.88 per pupil.	Actual net Expenditures.	Saving as compared with 1876-77.
1877-78 . . .	51,759	\$1,546,558 92	\$1,425,578 43	\$120,980 49
1878-79 . . .	53,262	1,591,468 56	1,373,502 06	217,966 50
1879-80 . . .	53,981	1,612,952 28	1,367,761 72	245,190 56
1880-81 . . .	54,712	1,634,794 56	1,339,892 88	294,901 68
				\$879,039 23

From this table it will be seen that the School Committee has saved within the last four years, \$879,039.23, if the expense per pupil had remained the same as in 1876-77 ; and if the comparison were made with the expense in 1874-75, it would show a very much larger saving.

The following, taken from the table of expenses which contains the total expenditures of the School Committee and the

City Council combined, prepared by the City Auditor, shows the cost per pupil from 1862-63 to the present time : —

1862-63, \$15 75	1869-70, \$27 45	1875-76, \$34 82
1863-64, 17 00	1870-71, 30 14	1876-77, 33 18
1864-65, 20 12	1871-72, 28 47	1877-78, 29 99
1865-66, 20 85	1872-73, 33 50	1878-79, 27 93
1866-67, 24 06	1873-74, 32 14	1879-80, 27 25
1867-68, 27 24	1874-75, 36 54	1880-81, 27 15
1868-69, 28 64		

From the above it can easily be computed that the average cost for tuition since 1862-63 is \$27.49.

The cost per pupil this year is \$27.15, which shows that the average cost per pupil is 34 cents less this year than the average cost for the last nineteen years.

With such a result as is shown by the preceding tables it is unjust that the School Board should be criticised as an extravagant body, and an intelligent community can judge with how much justice such criticisms are made. If guilty of such a charge, it is of long standing.

In a communication to the City Auditor, last January, asking for an additional appropriation, the Committee requested that, in future, the income received might be deducted from the expenses, thereby showing the actual cost: and in the table of expenses prepared it will be noticed that he has deducted the income received in making up the total cost per pupil in the schools, which shows this year a reduction of \$1.35 in the same from what it would otherwise have been. The income this year of the School Committee, which was principally from the sale of supplies to pupils, amounted to \$73,871.08, which is over 5 per cent. of the total amount expended by the School Committee. The income of the Committee on Public Buildings of the City Council was \$205.00, making a total of \$74,076.08.

The new Latin and English High School building came into possession of the School Committee Dec. 27, 1880. It

was opened for school purposes Jan. 3, 1881, and will add largely to the account of school expenses. From the experience gained since its occupation, the expense per annum at the present rates will be for —

Janitors and engineer	\$5,020
Fuel, about	5,300
Gas “	400
Water “	1,125
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Total for these items	\$11,845

The buildings vacated cost for —

Janitors	\$1,920
Fuel, about	1,350
Gas “	150
Water “	100
<hr/>	
	3,520
<hr/>	
	\$8,325

showing an annual increase in expenses occasioned by this building of about \$8,325.

Last year the City Council instructed His Honor the Mayor to petition the Legislature for the passage of an act requiring the School Committee of the City of Boston to confine its expenditures to the amount appropriated by the City Council, and, after a full discussion of the subject, the Committee reported that the petitioners have leave to withdraw.

Early in the present year the City Council again instructed His Honor the Mayor to petition the Legislature for the passage of a similar act. The Committee on Education, to whom the matter was referred, gave several hearings on the subject, and, after a thorough investigation, reported a bill giving the Mayor the power to veto any proposed expenditure that exceeded the appropriation granted, a two-thirds vote of the School Committee being required to incur said expense, if vetoed. This bill passed the Senate, and when it

reached the House a Boston member moved to substitute the following bill : —

No expenditure, nor any contract or agreement involving the payment of money, in excess of the appropriation made by the City Council of Boston for the support of public schools therein, shall be made by the School Committee of said city.

One of the arguments made in favor of the substitute offered, was that three-fourths of the citizens of Boston were in favor of its passage. On what ground this statement was made is not known; but it is known that a short time ago, when a proposition to reduce teachers' salaries was before the Board, petitions, now in the possession of the School Board, representing the owners of about one-quarter of the taxable property of Boston, were presented in remonstrance. From this fact it would appear that a majority of those who pay the largest taxes, being opposed to a reduction in salaries, are likewise opposed to a law restricting the School Committee to the appropriation granted, as in no other way could the large reduction be met which the City Council has thought fit to make for the past two or three years in the estimates as prepared by the School Committee.

Neither the bill reported by the Committee on Education, the substitute, nor any other amendment proposed, was adopted, and the result of the two years' legislation is to leave the law regarding school appropriations and expenditures where it has been for years.

It therefore seems, that, as long as the School Committee maintain the efficiency of the schools, and at the same time steadily reduce the expenses year by year, as has been the case for the past six years, the Legislature will not think it necessary to take away any power which the School Committee now possess.

The amount collected for the tuition of non-resident pupils during the year was \$3,803.40, an increase over that of last

year of \$1,237.60. The Committee use every means in their power to find out all the pupils who come under the head of non-residents, and carefully investigate each case reported. Where it is found that the pupil comes here for the purpose of attending school, a bill for tuition is charged; but those who come here to live through the poverty or neglect of their parents are excused. There are many difficult cases met with, as, for example, that of a pupil in the Latin School, who came to live in Boston for the purpose of going to school, and claimed the right of attendance on the ground that he was a resident and over age, although his parents paid taxes outside the city.

The subject requires constant care on the part of the Committee, who decide each case upon its merits after all the facts are obtained.

In addition to the above amount, \$7,470.76 was received from the State for the tuition of the pupils in the Horace Mann School.

The amount paid for salaries of janitors during the past year was \$77,204.10,—an increase over that of last year of \$2,609.70, which was owing, not to any particular increase of salaries, but rather to the employment of additional janitors for new school buildings which came into possession of the School Board during the year. The number of janitors in the employ of the Committee on Accounts, at present, is 154, including one engineer, the salaries of the same ranging from \$120 to \$2,500 per year, the average salary being \$501.33; but, as many janitors employ permanent help, and others pay out money for temporary work, the actual amount accruing to the regular janitor is considerably less than the above.

The janitors of the following-named schools receive the largest salaries (over \$1,000 per annum): New Latin and High School (for three janitors and engineer), \$5,020; Girls' High School, \$1,992; Andrew School, \$1,128; Rice School,

\$1,104; Emerson School, \$1,092; Lowell School, \$1,092; Sherwin School, \$1,092; Dudley School, \$1,056; Gaston School, \$1,044; Shurtleff School, \$1,020; Lyman School, \$1,020.

In addition to the foregoing, the janitors of twenty-five buildings are paid salaries ranging from \$984 to \$732 per annum. These janitors come under the rule governing those receiving \$60 or more per month, who are required to remain in their buildings from 8 o'clock A.M. until 4.30 P.M., with one hour intermission at noon. Janitors receiving less than \$60 and over \$25 per month are required to be in attendance fifteen minutes before the beginning and before the close of each session and during recess; and janitors receiving less than \$25 per month are obliged to be in attendance at some stated time during the day.

Considering the amount of work required, and the time given, it is believed that the janitors receive no more than a fair compensation.

Arrangements have been made during the past year to pay the janitors at the school-houses on the regular pay-days for teachers. The plan seems to give general satisfaction, as it enables the janitors to receive their salary without loss of time.

Janitors are retained as long as they perform their duties in a satisfactory manner. During the past year the Committee found it necessary to require the resignation of three janitors for incompetency.

The Evening Schools opened on the last Monday in September and closed on the first Friday in March, with a vacation of two weeks in about the middle of the term. The Evening Drawing Schools began three weeks later and closed March 18. The average number of pupils belonging to these schools during the past term was 3,170; but, as many of the pupils did not attend regularly, the average attendance was much less.

The accommodations furnished the Evening Elementary Schools were much improved by their being, in many cases, taken out of ward-rooms, where they were liable to interruption, and placed in Grammar School buildings. As they are now established, with good accommodations, faithful instructors, and under the special charge of the Board of Supervisors, who report frequently to the Committee on Evening Schools, better results may be expected than have yet been attained.

In the Evening Drawing and Evening High Schools the supplies furnished are nearly all paid for by the pupils. In the Evening Elementary Schools the pupils are encouraged to buy their books, and although but few of them do so, the cost for supplies is not very great, as the stock is carried over from year to year, and only additions to the stock on hand are charged.

The expenses of the Evening Schools, as compared with those of last year, show a reduction of \$1,925.68 in the High and Elementary (although the number belonging has increased), and \$1,746.69 in the Drawing Schools, making a total reduction of \$3,672.37 in Evening School expenses.

The reduction of the salaries of assistants in the Evening Elementary Schools, and the substitution of three evenings per week for four in the Evening Drawing Schools, led to this result.

During the year there was paid to special teachers for instruction in Sewing, \$14,276; Music, \$10,920; Drawing, \$5,525; French, \$3,870; Military Drill and Calisthenics, \$3,111.40; German, \$952.50, — amounting to \$38,654.90.

The number of special assistants employed during the year, under Section 217 of the Regulations, to assist teachers of the 5th and 6th Primary classes, was 57; and the salaries paid the same amounted to \$3,528.

All expenses incurred by the School Board, with the exception of those for salaries of instructors, officers, and janitors, are under the charge of the Committee on Supplies,

and during the year that committee has presented to the Committee on Accounts for approval, monthly requisitions in accordance with the same, amounting, in the aggregate to \$170,910.95. The requisitions last year amounted to \$179,998.99, which shows a reduction in drafts of \$9,088.04. The income this year amounted to \$47,864.40, and last year amounted to \$25,835.75, showing an increase in the income over that of last year of \$22,028.65. Of the income collected this year, \$10,371.05 was for books and supplies furnished pupils in 1879-80.

The total gross expenditures of the public schools for the past year were as follows : —

ORDINARY EXPENDITURES.

School Committee	\$1,413,763 96
Public Building Committee, City Council	145,913 55
Total ordinary expenditure	<u>\$1,559,677 51</u>

SPECIAL EXPENDITURES.

City Council, new school-houses	<u>215,359 64</u>
Gross expenditures, including new school-houses	\$1,775,037 15

The total income for the year was as follows : —

School Committee (ordinary)	\$73,871 08
Public Building Committee, City Council (ordinary)	205 00
Committee on Public Instruction, City Council, school-houses (special)	<u>78,895 83</u>
	152,971 91
Net expenditure, public schools	<u><u>\$1,622,065 24</u></u>

Of this amount the School Committee expended \$1,339,892 88

The City Council expended : —

For ordinary expenses . . . \$145,708 55

For new school-houses . . . 136,463 81

282,172 36

Total net expenditure, including the
cost of new school-houses . . . \$1,622,065 24

The following order concerning the establishment of a teachers' fund was passed by the Board, March 8, 1881 : —

Ordered, That the Committee on Accounts be authorized to issue a circular inviting all masters and teachers to join a relief association for aged or infirm teachers, under such conditions as the said committee may see fit to embody in the said circular.

In accordance with the above order, the following circular was sent to all instructors : —

OFFICE OF ACCOUNTS,
MASON STREET, May 2, 1881.

To the Instructors in the Public Schools : —

The Committee on Accounts, having been authorized by the School Board to issue a circular inviting all masters and teachers to join a relief association for aged or infirm teachers, feel that it is important for them to know whether such an association is likely to meet with that hearty support from the masters and teachers which is essential to its success. They therefore request all recipients of the present circular to write "Yes" or "No" after the questions enclosed, and return the same, with signature affixed, to the Chairman of the Committee on Accounts, at the School Committee Rooms, on or before June 1, 1881. If the number of signatures obtained in favor of the organization of the association warrants a hope of success in the undertaking, a meeting of those desirous of joining such an association will be called, when details of the plan will be made out and distributed as soon as possible thereafter. A few words may here be said in regard to the

reasons for forming the association, and some suggestions offered to its plan and management.

It not unfrequently happens that teachers in our city schools, after a long term of faithful service, when obliged to retire on account of age or infirmity, find that they have little or nothing to rely upon for their support. With the utmost economy, this cannot, in many cases, be avoided; and as no teacher can know whether he or she may not at some future day be placed in this painful position, it is but prudent for each one to guard against this contingency by contributing a small sum to a general fund, the interest on which will, in proportion to the amount of each contribution, be divided among the needy.

It is evident that the nucleus of the fund must be formed by the teachers, so that those who receive aid from it may feel that they are taking back for their own use in the hour of need what they gave in that of prosperity; but there is no doubt that donations and legacies from friends of education would constantly be made, and the capital be greatly increased. No such outside help can be looked for until a fund has been created by the teachers, nor would they, we feel confident, desire to have the matter taken wholly out of their hands, even if it were probable to obtain the whole amount from charitably disposed citizens.

All will agree that the management of the fund, including investments, distributions, etc., should be vested in a responsible committee appointed by the School Board, whose members are, in a certain sense, the legalized friends of the teachers, and who, from their official position in regard to the schools, can work most efficiently for the interests of the teachers.

In behalf of the Committee on Accounts,

F. LYMAN WINSHIP,

Chairman.

Answers to the following questions to be returned to the Chairman of the Committee on Accounts, School Committee Rooms, on or before June 1, 1881, either "Yes" or "No."

QUESTIONS.

1. Do you consider the formation of a teachers' fund desirable?
2. Are you willing to join an association for this purpose, and to contribute a fixed quarterly or yearly sum to be added to the general fund, and thus secure for yourself the right to assistance from it in case of need?

The foregoing circular and questions were sent to 1,117 instructors, and replies have been received from 615.

To the first question, 428 answered "Yes"; 151, "No"; 13, "Conditionally."

To the second question, 220 answered "Yes"; 269, "No"; 74, "Conditionally."

The Committee have taken no further steps in the matter, but, if it be considered advisable, will issue a call for a meeting of those who have signified their willingness to join an association of this kind, early in the following term. From letters accompanying the answers received, it appears to be the general opinion that the formation of the association and the control of the funds should be in the hands of the instructors; and, although the Committee on Accounts might be represented on the board of management, the instructors believe that the details of the plan should be left in a great measure to themselves.

The Committee have added to this report the estimates for the present financial year, prepared and presented to the City Auditor last February. The amount asked for was \$1,450,-346. The amount granted was \$1,415,760, a reduction of \$34,586. In granting the appropriation, the City Council passed an order to the effect that, in their opinion, the amount granted is a liberal sum for maintaining the schools during the present financial year; and that, in case the amount was not sufficient, they should suggest to the next City Council the propriety of keeping the schools open only for such time as the appropriation made may be sufficient.

The Committee on Accounts desire to call the attention of the Board to the fact that, in order to keep within the appropriation granted, the most rigid economy must be exercised in the expenditure of money.

On the 22d of June last, Mr. William T. Adams, then Chairman of this Committee, tendered his resignation as a

member of the School Board, to take effect July 1st, which was only accepted after a personal letter was read, to the effect that it could not be withdrawn. Mr. Adams became a member of the Boston School Committee in 1870, the year of the annexation of Dorchester to Boston, and for ten years was one of the most active and influential members of the School Board. The members of this Committee desire to express the regret they felt in the loss of their late associate, and cheerfully endorse the resolution passed by the School Board bearing testimony "to his faithful, efficient, and self-sacrificing devotion to the cause of public education during his long term of service as a member of the Boston School Committee.

For the Committee on accounts,

F. LYMAN WINSHIP,
Chairman.

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last twenty-eight financial years, ending 30th April in each year; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1864; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars.	No. of Evening Scholars.	Total No. of Scholars.	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1853-54 . . .	22,528		22,528	\$198,225 79	\$54,080 51	\$252,906 30	\$6,378 64	\$246,527 66	\$10 94	\$21,941 66	\$274,547 06
1854-55 . . .	23,739		23,739	229,539 14	59,807 00	289,076 14	6,343 33	282,732 81	11 91	100,803 04	389,579 18
1855-56 . . .	23,749		23,749	230,758 00	61,699 96	292,458 66	6,444 54	286,014 12	12 04	150,212 30	442,670 96
1856-57 . . .	24,231		24,231	232,384 77	71,099 62	303,494 39	7,001 46	296,492 93	12 24	47,459 03	350,953 42
1857-58 . . .	24,732		24,732	255,526 79	80,871 20	336,397 99	7,240 17	339,157 82	13 71	225 00	346,622 99
1858-59 . . .	25,453		25,453	275,784 03	79,823 73	355,607 76	7,027 04	348,580 72	13 70	105,186 42	460,794 18
1859-60 . . .	25,328		25,328	284,920 46	89,548 60	374,469 06	6,906 35	367,562 71	14 51	144,562 67	519,031 73
1860-61 . . .	26,488		26,488	294,305 39	114,146 34	408,451 73	6,444 83	402,086 90	15 18	223,853 28	632,385 01
1861-62 . . .	27,051		27,051	308,348 22	110,427 06	418,775 34	6,805 50	411,970 28	15 21	155,392 40	574,167 74
1862-63 . . .	27,051		27,051	319,066 22	113,847 17	432,913 39	6,805 06	426,027 89	15 75	101,953 62	534,867 01
1863-64 . . .	26,961		26,961	332,710 66	132,761 75	465,472 41	7,185 78	458,286 63	17 00	5,870 87	471,343 28
1864-65 . . .	27,005		27,005	380,823 66	163,270 76	543,121 58	7,927 56	535,043 36	20 12	90,609 84	643,774 68
1865-66 . . .	28,002		28,002	412,506 82	176,108 85	588,615 67	8,574 22	597,147 36	20 85	200,553 64	776,375 23
1866-67 . . .	28,002		28,002	503,506 66	179,705 51	683,212 17	8,574 93	674,637 24	24 06	101,375 00	781,250 60
1867-68 . . .	27,982		27,982	561,169 97	211,526 43	772,706 41	10,467 05	762,239 36	27 24	188,790 80	961,497 21
1868-69 . . .	33,994		33,994	739,198 37	244,478 63	983,677 00	8,876 68	974,800 32	28 64	346,610 78	1,329,287 78
1869-70 . . .	35,442		35,442	838,366 77	248,066 95	1,086,433 72	14,661 16	1,071,772 56	27 45	612,337 86	1,699,750 46
1870-71 . . .	36,758		36,758	880,940 47	293,232 59	1,174,173 06	23,806 35	1,150,366 71	30 14	443,679 71	1,575,279 07
1871-72 . . .	36,650	5,128	41,778	953,502 06	329,639 18	1,283,141 24	26,899 98	1,256,241 26	28 47	97,800 68	1,314,380 33
1872-73 . . .	35,624	2,121	37,745	1,041,375 52	377,081 52	1,418,457 04	28,113 93	1,390,343 11	33 50	454,230 34	1,746,703 25
1873-74 . . .	41,544	1,714	43,258	1,249,498 93	474,874 68	1,724,373 61	28,848 73	1,695,524 88	32 14	446,663 25	1,863,720 29
1874-75 . . .	44,942	3,393	48,335	1,266,803 59	476,830 68	1,743,634 27	26,220 82	1,717,413 45	36 54	336,669 74	2,081,043 35
1875-76 . . .	45,924	3,727	50,308	1,295,604 23	422,472 22	1,718,076 45	26,635 72	1,691,440 73	34 82	277,746 57	2,015,380 84
1876-77 . . .	46,481	3,727	50,308	1,295,604 23	422,472 22	1,718,076 45	26,635 72	1,691,440 73	34 82	277,746 57	2,015,380 84
1877-78 . . .	47,075	4,084	51,759	1,295,604 23	422,472 22	1,718,076 45	26,635 72	1,691,440 73	34 82	277,746 57	2,015,380 84
1878-79 . . .	50,500	3,562	54,062	1,295,604 23	422,472 22	1,718,076 45	26,635 72	1,691,440 73	34 82	277,746 57	2,015,380 84
1879-80 . . .	50,551	3,130	53,981	1,162,258 61	333,178 23	1,515,366 84	40,960 28	1,474,406 56	27 25	215,359 64	1,689,766 20
1880-81 . . .	51,542	3,170	54,712	1,165,402 69	394,274 82	1,559,677 51	74,076 08	1,485,601 43	27 13	215,359 64	1,775,037 15

(From report of ALFRED T. TURNER, Esq., City Auditor.)

EXPENDITURES FOR THE NORMAL, LATIN, AND
HIGH SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the High Schools of the city, during the financial year 1880-81 :—

Salaries of instructors	\$153,830 74
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	15,143 63
Janitors	7,738 74
Fuel, Gas, and Water	6,795 63
	<hr/>
	\$183,508 74

Public Building Committee.

Furniture, repairs, etc.	6,050,02
	<hr/>
Total expense for High Schools	<u>\$189,558 76</u>

Number of Instructors in High Schools, exclu- sive of special instructors in French, Ger- man, Drawing, Music, and Military Drill .	82
Salaries paid the same	\$149,008 24
Average amount paid each instructor . . .	\$1,817 17
Average number of pupils belonging to High Schools	2,093
Salaries paid to special instructors in French and German	\$4,822 50
Average cost of each pupil	\$90 57
Average number of pupils to a regular instruc- tor, including principal	26

¹ The original cost of the buildings and land for the various High Schools amounted in the aggregate to about \$1,000,000 ; the assessed value is \$1,016,100, — an increase of about \$16,100.

¹ Cost and assessed value May 1, 1880.

EXPENDITURES FOR THE GRAMMAR SCHOOLS.

Aggregate expenditures made by the Board of School Committee and the Public Building Committee of the City Council, for the Grammar Schools of the city, for the financial year 1880-81 :—

Salaries of instructors	\$607,666 01
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Station- ery, etc.	50,175 93
Janitors	38,966 30
Fuel, Gas, and Water	27,380 42
	<hr/>
	\$724,188 66

Public Building Committee.

Rent, Furniture, Repairs, etc.	80,636 05
	<hr/>
Total expense for Grammar Schools	<u>\$804,824 71</u>

Number of instructors in Grammar Schools, exclusive of Sewing instructors and special instructors in Drawing and Music	594
Salaries paid the same	\$593,390 01
Average amount paid each instructor	\$998 97
Average number of pupils belonging	27,412
Average cost of each pupil	\$29 36
Average number of pupils to an instructor, including principal, and exclusive of special instructors above mentioned	46

28 instructors in Sewing are employed, who teach 190 divisions. The salary paid varies according to the number of divisions taught. Total amount paid to Sewing instructors, \$14,276; average amount paid to each instructor, \$509.86.

EXPENDITURES FOR THE PRIMARY SCHOOLS.

Aggregate expenditures made by the Board of School Committee, and the Public Building Committee of the City Council, for the Primary Schools of the city, for the financial year 1880-81 :—

Salaries of instructors	\$290,522 21
Expenditures for Text-books, Maps, Globes, Writing and Drawing Materials, Stationery, etc.	11,788 32
Janitors	27,885 66
Fuel, Gas, and Water	19,232 02
	<hr/>
	\$349,428 21

Public Building Committee.

Rent, Furniture, Repairs, etc.	48,006 00
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Total expense for Primary Schools	<u>\$397,434 21</u>
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Number of instructors in Primary Schools	410
Salaries paid the same	\$286,994 21
Average amount paid to each instructor	\$699 99
Fifty-seven special assistants were employed during the year.	

Salaries paid the same	\$3,528 00
Average number of pupils belonging	21,902
Average cost of each pupil	\$18 15
Average number of pupils to an instructor	53

The original cost of the various buildings, with the land, used for Grammar and Primary Schools, to May 1, 1880, amounted in the aggregate to about \$5,216,700; the assessed value May 1, 1880, was \$6,304,550, — an increase of about \$1,087,850.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

The expenses of the school were as follows :—

Salaries of instructors	\$8,798 00
Expenses for Books, Stationery, etc.	195 99
Janitor	396 00
Fuel, Water, and Gas	297 30
	<hr/>
	\$9,687 29

Public Building Committee.

Furniture, Repairs, etc.	390 84
	<hr/>

Total expense for the school	<u>\$10,078 13</u>
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Average number of pupils belonging	77
Average number of pupils to an instructor	9
Average cost of each pupil	\$130 88

A large portion of the expense for maintaining this school is borne by the State ; a payment of \$100 for each city, and \$105 for each out-of-town scholar, being allowed and paid to the city from the State Treasury.

The amount received during the past year from this source was \$7,470.76.

SCHOOLS FOR LICENSED MINORS.

Salaries of instructors	\$1,488 00
Expenses for Books, Stationery, etc.	40 06
Janitors	324 00
Fuel	35 45
	<hr/>
	\$1,887 51

Public Building Committee.

Furniture, Repairs, etc.	435 52
	<hr/>

Total expense for the schools	<u><u>\$2,323 03</u></u>
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Average number of pupils belonging . . .	58
Average number of pupils to an instructor . .	29
Average cost of each pupil	\$40 05

EVENING SCHOOLS.

EVENING SCHOOLS.

Salaries of instructors	\$25,043 00
Expenses for Books, Stationery, etc. . . .	533 02
Janitors	1,454 80
Fuel and Gas	2,340 38
	<hr/>
	\$29,371 20

Public Building Committee.

Rent, Repairs, Furniture, etc.	953 09
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Total expense for Evening Schools . . \$30,324 29

Average number belonging, including the High School, 2,768.

Average number of instructors, 117.

Average cost of each pupil for the time, \$10.96.

EVENING DRAWING SCHOOLS.

Salaries of instructors	\$6,991 00
Drawing Materials, Stationery, Models, Boards, etc.	617 33
Janitors	438 60
Fuel and Gas	762 56
	<hr/>
	\$8,809 49

Public Building Committee.

Rent, Repairs, Furniture, etc.	350 00
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Total expense for Evening Drawing Schools \$9,159 49

Aggregate expense for all Evening Schools, \$39,483 78

Number of instructors, 16.

Average number belonging, 402.

Average cost of each pupil for the time, \$22.78.

EXPENDITURES FOR OFFICERS AND SPECIAL INSTRUCTORS.

Salaries of Superintendent, Supervisors, Secretary, Auditing Clerk, Assistant Clerks, and Messengers		\$34,110 00
Salaries of sixteen Truant Officers		18,360 00
“ of four Music Instructors		10,920 00
“ paid Drawing Instructors		5,525 00
Military Instructor and Armorer		2,148 73
Stationery and Record Books for School Committee and Officers, and office expenses, including Fuel, Gas, and Water		1,308 14
Total		<u>\$72,371 87</u>

INCIDENTAL EXPENSES.

These expenditures are made for objects not chargeable to any particular school, and consist chiefly of expenses for printing, advertising, festival, board of horses, carriage-hire, repairs, tuning of pianos, and other small items:—

Annual Festival	\$1,975 49
Board of horses, with shoeing expenses and sundry repairs of vehicles and harnesses	397 28
Carriage-hire	75 50
Advertising	617 29
Census of School Children	1,000 00
Printing Census Books	42 75
Printing, Printing Stock, Binding, and Postage, Diplomas	7,751 14
Expenses for Swords, Guns, Belts, Repairs, etc., Military Drill	1,257 03
	106 36
<i>Carried forward,</i>	<u>\$13,222 84</u>

<i>Brought forward,</i>	\$13,222 84
Teaming and Expressage, including fares .	558 11
Care and tuning of Pianos, including covers .	1,321 00
Expenses delivering supplies per contract, 1 year	12,000 00
Receiving Coal	365 33
Reporting Investigation Committee on Corporal Punishment	109 75
Badges and reporting addresses High School dedication	39 00
Extra Labor and Clerk-hire	34 00
District Telegraph, Construction, Rent and Re- pairs of Telephone	121 64
Travelling expenses, Supervisor and Principal .	19 70
Messenger expenses, Car and Ferry Tickets .	581 90
Tuition of Pupils in Brookline	233 11
Refreshments, School Committee	84 90
Flowers, death of Dr. Brewer	18 00
Bookcases and Cases for Supplies	95 95
Furniture, Collectors' Stamps, Frames, Paper, Ice, etc.	240 00
Sundry small items	230 55
Total	<hr/> \$29,275 78

SPECIAL EXPENDITURES BY PUBLIC BUILDING COMMITTEE.

New Latin and English High School-house .	\$134,737 40
Grammar School-house, Eggleston sq., Roxbury	18,889 93
Prince Grammar School-house, Exeter st. .	17,397 64
Primary School-house, Bailey st., Dorchester .	6,119 16
“ “ City Point, So. Boston .	6,000 00
“ “ Elmo st., Dorchester .	7,581 78
“ “ Polk st., Charlestown .	1,560 59
“ “ Seventh st., So. Boston .	23,073 14
<hr/>	
Total special expenditures Public Building Committee	\$215,359 64
Income special expenditures Public Building Committee—sale of buildings .	78,895 83
<hr/>	
Net special expenditures Public Building Committee	<u>\$136,463 81</u>

RECAPITULATION.

TOTAL EXPENDITURES.

School Committee.

High Schools, per detailed statement .	\$183,508 74
Grammar Schools, “ “ .	724,188 66
Primary Schools, “ “ .	349,428 21
Horace Mann School, “ “ .	9,687 29
Licensed Minors' Schools, “ “ .	1,887 51
Evening Schools, “ “ .	29,371 20
Evening Drawing Schools, “ “ .	8,809 49
<hr/>	
<i>Carried forward,</i>	<u>\$1,306,881 10</u>

<i>Brought forward,</i>	\$1,306,881 10
Officers and Special Instructors, per detailed statement	72,371 87
Incidentals, per detailed statement	29,275 78
Stock purchased, but not delivered	4,988 99
	<hr/>
	\$1,413,517 74
From Income Gibson Fund, expended for	
Dorchester Schools	246 22
	<hr/>
Gross Expenditure	\$1,413,763 96
Less Income	73,871 08
	<hr/>
Net Expenditure School Committee	\$1,339,892 88

Public Building Committee.

High Schools	\$6,050 02
Grammar Schools	80,636 05
Primary "	48,006 00
Horace Mann School	390 84
Licensed Minors' Schools	435 52
Evening Schools	953 09
Evening Drawing Schools	350 00
Expenses not chargeable to any particular school	9,092 03
	<hr/>
Gross Expenditure	\$145,913 55
Less Income	205 00
	<hr/>
Net expenditure Public Building Committee	145,708 55
	<hr/>
Total ordinary expenditures	\$1,485,601 43
	<hr/>
<i>Carried forward,</i>	\$1,485,601 43

Brought forward, \$1,485,601 43

SPECIAL EXPENDITURES.

*Public Building Committee and Committee
on Public Instruction.*

High Schools, new buildings, \$134,737 40

Grammar Schools “ “ 36,287 57

Primary Schools “ “ 44,334 67

Total . . . \$215,359 64

Less Income . . . 78,895 83

Net special expenditures Public Building
Committee, etc. 136,463 81

Total expenditures for the Public
Schools \$1,622,065 24

INCOME.

School Committee.

Amount received from State, for non-resident

Deaf-Mute Scholars . \$7,470 76

from non-residents . . . 3,803 40

from trust funds and other
sources 14,711 52

from sale of books and
materials, Evening
Schools 770 26

from sale of books and
supplies, Day Schools . 46,336 14

from sale of drawing-books . 549 79

from over-payment of Even-
ing School teacher . . . 21 00

from use of plates, sup-
plementary reading, to
April 1, 1880 . . . 208 21

Total income School Committee . . . \$73,871 08

Public Building Committee.

Amount received from collected rents	.	<u>\$205 00</u>
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Income Received on Special Expenditures.

Interest, rents, etc.	. . .	\$4,050 58	
Sale of South street School-			
house	. . . .	73,800 75	
Interest	. . . .	1,044 50	
		<u> </u>	<u>\$78,895 83</u>

MEMORIAL
OF THE
DEDICATION
OF THE
PUBLIC LATIN AND ENGLISH HIGH
SCHOOL-HOUSE.

WITH A DESCRIPTION OF THE BUILDING.

DEDICATION.

The ceremonies arranged for the formal dedication of the building erected for the use of the Public Latin and the English High Schools took place in the Drill Hall, on the 22d of February, 1881, beginning at 10 o'clock, A.M., under the direction of the Committee on High Schools: Charles L. Flint, Chairman, Henry P. Bowditch, Brooks Adams, John G. Blake, and Henry W. Swift.

The hall was filled to its utmost capacity, the audience consisting of more than three thousand people, drawn together by an absorbing interest in the occasion. The selection by the committee of the birthday of Washington for the performance of these ceremonies was recognized as peculiarly appropriate. A temporary platform, elegantly draped, was erected on the easterly side, in front of the cavalry entrance from Clarendon street to the magnificent hall, while numerous portraits of past head-masters of the two schools adorned the walls, and national banners, the stars and stripes, hung in festoons in front of the balconies.

Seated on the platform were the Committee on High Schools and invited guests, consisting of His Excellency John D. Long, Governor of Massachusetts; His Honor Frederick O. Prince, Mayor of Boston; Hon. Robert C. Winthrop; Rev. Ralph Waldo Emerson; Hon. Marshall P. Wilder; Prof. William B. Rogers, President of the Institute of Technology; Rev. Samuel K. Lothrop, D.D., Rev. Phillips Brooks, D.D., Rev. J. M. Manning, D.D., Rev. George E. Ellis, D.D., Rev. A. A. Miner, D.D.; Rev. Robert C. Waterson, D.D., President of the English High School Association:

Hon. F. W. Lincoln, Hon. Jonathan A. Lane, Henry P. Kidder, Esq., Thomas Gaffield, Esq., Col. Thomas Wentworth Higginson, Hon. Henry K. Oliver, Rev. George A. Thayer: Prof. Edwin P. Seaver, Superintendent of Schools; Charles K. Dillaway, Esq., President of the Latin School Association; Ex-Gov. William Gaston; George A. Clough, Esq., City Architect; the Head-masters of the Latin and English High Schools; members of the School Committee, the City Government, and others.

After the invocation by the Rev. William Burnet Wright, Alderman Woolley, Chairman of the Committee on Public Buildings of the City Government, in a few appropriate remarks delivered the keys to His Honor the Mayor, as President of the School Board, who replied as follows:—

ADDRESS OF MAYOR PRINCE.

Mr. Chairman:—In behalf of the School Committee, I accept from you, as the representative of the City Government, these keys, in token of the delivery of possession of this building, erected for the accommodation of the Boston Latin and English High Schools, and its consecration to the purposes of public education. In appropriating the large sum, more than three-quarters of a million of dollars, required for the purchase of land and construction, the citizens have shown their ancient and traditional interest in the cause of free schools. By the laws of the Commonwealth this structure now passes from the control of the city to that of the Board of School Committee; and we of this Board, and our successors in office, must watch well that the great trust thus reposed in us is faithfully executed, so that the objects for which this costly temple was erected may be successfully accomplished. Believing that the committee fully appreciate their responsibilities in the premises, and that the accomplished teachers who will minister here fully recognize the importance of their work, I have confidence that these

great schools will now enter upon a new career of enlarged usefulness, so that they will not only benefit our own citizens but the people of the whole Commonwealth. If such results are realized, the building of this edifice was inspired by policy and wisdom.

The formal ceremonies of this dedication require me to deliver these keys to the Chairman of the Committee on High Schools, and this accomplished, my duties at this time are performed. Before making this delivery, I wish to say a few words touching these schools, which their importance and the proprieties of the occasion seem to demand. Both of these schools are venerable, not only for their great age but for their great success in accomplishing the objects of their organization. They both antedate our existence as a city. The Latin School was established in 1635, the English High School in 1821. As there is a vast disparity in their ages, we cannot say that they are *ambo æquales ætatibus*, but we may affirm that they are

Arcades ambo,
Et cantare pares et respondere parati.

It may be said that the Latin School was brought here by Governor Winthrop and the Puritan colonists, in 1630, for their first thought, after establishing a church, was to organize a school. They built their religious, educational, and political institutions on foundations of rock; for the First Church still lives as with immortal youth; the First School—our Latin School—still flourishes with no sign of decrepitude or decay; and the political dogma to which we owe our existence as a nation—that taxation and representation are inseparable—enunciated by the liberty-loving emigrants more than a hundred years before the Great Declaration of the United Colonies, is to-day the corner-stone of our glorious Constitution. It is not strange that the education of the people was the early care of the colonists. The number

of learned men among them was most extraordinary, when we consider the character of those who generally settle a new country. It has been said — and I believe truly said — that between 1630 and 1690 there were in New England as many graduates of Cambridge and Oxford as could be found in any population of the same size in the mother country. Mr. Savage, in his history of New England, asserts that during the first part of that period there was in Massachusetts and Connecticut a Cambridge graduate for every two hundred and fifty inhabitants, “besides sons of Oxford not a few.” “Probably,” says the historian of American Literature, “no other community of pioneers ever so honored study, so revered the symbols of learning; theirs was a social structure, with its corner-stone resting on a book. Universal education seemed to them a universal necessity, and they promptly provided for it in all its grades.”

They declared in their laws that it was “barbarous” not to be able perfectly to read the English tongue, and to know the general laws. They went further, and declared that “skill in the tongues and liberal arts is not only laudable, but necessary for the well-being of the Commonwealth.”

Their zeal in this respect was well shown by their action touching Michael Powell, the ruling elder of the Second Church of Boston. There had been considerable difficulty in getting a minister to take charge of this congregation, and for a few years Mr. Powell conducted the worship, and so satisfactorily that he would have been ordained teacher, had not the General Court interfered and declared that it “would not suffer one that was illiterate, *as to academical education*, to be called to the teaching office in such a place as Boston.” Mr. Powell “was a man of sense and good character, and the objection to him was not that he was a layman, but that he was wanting in learning.”

The public sentiment in respect to universal education was so strong as to induce the passage of laws for its accomplish-

ment, and as early as the year 1649 every New England colony except Rhode Island made public instruction compulsory by law. Every town containing fifty householders was required to support a school for reading and writing, and every town containing one hundred householders, a grammar school, with a teacher competent "to fit youths for the university."

They did this not only — to quote from the old law — that "learning might not be buried in the graves of our fathers," but that they might baffle that "ould deluder Sathan," whose one chief project is to keep men from the knowledge of the Scriptures, by persuading them from the use of tongues."

As the historian Tyler well remarks, "only six years after John Winthrop's arrival in Salem harbor, the people of Massachusetts took from their own treasury the funds with which to found a university; so that while the tree-stumps were as yet scarcely weather-browned in their earliest harvest-fields, and before the nightly howl of the wolf had ceased from the outskirts of their villages, they had made arrangements by which even in that wilderness their young men could at once enter upon the study of Aristotle and Thucydides, of Horace and Tacitus and the Hebrew Bible."

We can appreciate the public solicitude for learning when we recall the noble declaration of the high-spirited New England matron to her son: "Child, if God make thee a good Christian and a good scholar thou hast all that thy mother ever asked of thee."

Epitaphs are often true expressions of popular sentiment. On the tombstone of a young and promising minister who early died here was inscribed — beneath the *hic jacet*: "The ashes of a hard student, a good scholar, and a great Christian."

But the early Puritans were not solicitous in respect to education merely from "the love they bore to learning," nor for the sole reasons set forth in the legislation to which I have referred. Those of them who were deep thinkers and stud-

ied the future, saw another value in popular intelligence. They had been driven from the fatherland into emigration by the persecution of the English hierarchy, and were convinced that the English government in their treatment of Dissenters would always reflect the intolerance of the English Church. They therefore felt that the time would come — and, perhaps, ere long, when they or their posterity would be compelled to establish an independent government for the attainment and maintenance of the great objects which prompted their emigration, — civil and religious liberty. The shadow of coming events was seen as early as 1633, — three years after their landing here, — when the stout-hearted and irrepressible Rôger Williams asserted the novel but prolific doctrine “that the people were the origin of all power in the government.” This political truth, fermenting in the public mind, generalized a vast amount of speculation upon the natural rights of man, and the elementary principles of the social compact. It evoked new theories in respect to the nature of government, and evolved new views of the powers and rights of the people. The colonists soon began to recognize the great truth, — now regarded wherever there is constitutional liberty as axiomatic, — that government is merely the *agent*, of the people for the management of their political affairs, and the enforcement of those fundamental rules and principles which are necessary for the protection of the rights of the members of the body politic and the maintenance of social order; that such agent, like all agents, is responsible to its constituents for the way it executes its delegated powers, and that it can be dismissed from office when the latter shall think it for their interest to exercise the right of doing so.

But it was obvious to those far-seeing men that no such government could be established or successfully maintained if the requisite conditions were wanting; that it was absurd to expect that there could be free institutions unless there were intelligent citizens; that ignorance was incompatible

with liberty. They felt, in the eloquent words of the committee who recommended in after years the establishment of the English High School, "that to preserve tranquillity and order in a community, perpetuate the blessings of society and free government, and promote the happiness and prosperity of the people, there must be a general diffusion of knowledge."

Free public education was, therefore, made an important object of political care and State policy, and the most generous provision for its support early and unceasingly made. Liberal as our citizens are to-day in their appropriations for the cause of popular education, they give no more — perhaps not so much — as the colonists six years after their landing, when the subscription towards the maintenance of a school-master was circulated, headed by "the Governor, Mr. Henry Vane, Esq.," for ten pounds, and Deputy Governor, John Winthrop, and Richard Bellingham, each for the same sum; forty-two others of that poor, God-fearing but letters-loving community subscribing according to their ability. Our Puritan ancestors felt with the great Roman statesman and philosopher, that we cannot confer a greater benefit upon our country than by instructing and giving a proper direction to the minds of our youth. *Quid munus Reipublicæ majus — meliusve afferre possumus — quam si juventutem docemus et bene erudimus.*

The first school, as I have observed, was gathered in 1635, as soon after the arrival of the emigrants as there were probably children to teach, when, to quote the record, they "entreated brother Philemon Pormont to become school-master for the teaching and nurturing of children with us."

There is some reason to doubt whether brother Philemon ever consented to serve as school-master, so that it may be claimed that he was the first teacher of this ancient school. The records say that the Rev. Daniel Maude was "also chosen" to the office of school-master in August, 1636, and it appears that when the Rev. John Wheelwright was banished in 1637

for heterodoxy on certain doctrinal points, among those who went away with him was brother Philemon; so that if he ever taught this school it was only for a few months.

I have never seen the course of study adopted at the organization of the first school, but it would seem that the higher branches, and not merely elementary instruction, were taught from the start. We know that Latin was taught, because some of the pupils knew it; hence the inference that the first school from its establishment was a Latin school.

I have never seen any reliable description of the school-house where this first school was located; but it was not probably more elegant or more imposing in its architecture than the first church, which had mud walls and a thatched roof. It was situated in School street, very near the spot, if not on it, where the statue of Franklin now stands; so that the location of that memorial of the great philosopher and constant advocate of popular education, on the site where he received his first instruction, was appropriately chosen. All places hallowed by sacred associations will be regarded by the cultivated and refined with sentiments of reverence, and the desire to protect them from uses degrading to the *religio loci* naturally obtains. The alumni, therefore, must be gratified to know that the statue of the great man guards the original and natal location of the old school.

Although the two original buildings consecrated to religion and education were thus humble, yet as the years went by and the material prosperity of the country increased, better structures were erected for the accommodation of both church and school. We know that the former was removed from its first site in State street to Washington street, where Joy's Building now stands, thence to Channey street, and thence to the beautiful temple on Berkeley street. We know that the latter was removed from its original location to that opposite on the same street, now occupied by a part of Parker's Hotel; that afterward it was removed to Bedford street, and then

to this magnificent edifice. But we do not know, nor can we determine with the same certainty, what has been the influence of this first church and first school during their long existence on this community. We may safely say, however, that to their teachings the people of Boston largely owe the moral, religious, and intellectual culture which has so greatly distinguished them in all their history — *ab urbe condita* — that to these they owe the formation of that solidity of character which has ever made them the earnest advocates of the principles of civil and religious liberty — the leaders in every social and political reform, and the friends of every measure for the elevation of man and the promotion of civilization. We are indebted to these teachings for the great influence we had in establishing the independence of the colonies, and in shaping the character and policy of the government in the early days of the Republic. We are indebted to these teachings for much of our wonderful municipal prosperity.

We find evidence of the successful work of the Latin School, in its early history, in the fact that it was able, with the grammar school on Bennett street, and three writing-schools, to instruct all the youth of Boston previous to the Revolution. At that time they accommodated about nine hundred scholars. We find evidence of the success of the school in subsequent years in the large number of its distinguished alumni who attained eminence in the arts and sciences, in law, medicine, and theology, and in the mercantile, manufacturing, and mechanical professions.

For many years most of the young men were here prepared for admission to Harvard College, so that during its long existence it has well discharged the objects set forth in the law under which it was established, "to fit youths for the university," and I think that it has been generally found that the graduates of this school were as well if not better fitted than those of other schools.

This institution has been fortunate in all its history in being

under the care of able teachers,—teachers who were not only eminent for learning and culture, but for their comprehension of instruction as an art and their capacity to teach. Many of them have been highly distinguished as successful educators. Under the charge of the accomplished scholar who is now the Principal of this school we may indulge the confident expectation that its character and reputation will be well maintained in the future.

The English High School had its origin in the want that was felt in the early part of this century for a school where those who had not the wish, or were without the means, to obtain a collegiate education, might receive instruction in some of the branches of practical importance, generally taught only at colleges. The Latin School, as has been stated, had for its chief purpose the fitting of boys for the university. The studies pursued at the English grammar schools were merely elementary, and consumed more of the pupil's time than was profitable or necessary. As the report of the committee appointed in June, 1820, by the town, to consider the question of establishing an English Classical School, says, "the mode of education now adopted, and the branches of knowledge that are taught at our English grammar schools, are not sufficiently extensive nor otherwise calculated to bring the powers of the mind into operation, nor to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. A parent who wishes to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical, is under the necessity of giving him a different education from any which our public schools can now furnish. Hence, many children are separated from their parents and sent to private academies in this vicinity, to acquire that instruction which cannot be obtained at the public seminaries."

At a meeting of the frecholders and other inhabitants of the

town qualified to vote in town affairs, held in Faneuil Hall, January 15, 1821, it was voted, by nearly a unanimous vote, only three voting in the negative, to establish an English Classical School, upon a plan recommended by the School Committee. The school was opened in May, 1821, in the upper story of the Derne-street Grammar School-house. In 1824 it was removed to Pinckney street, and in 1844 to Bedford street, where it occupied the same building with the Latin School, until it was established here. We have the authority of Mr. Philbrick, for many years the able Superintendent of Public Schools, for the assertion, in 1864, "that from the day of its establishment this school has been one of singular excellence; never in its history has there been a period, ever so short, when it was not, as a whole, admirably managed and instructed."

We have the opinion, also, of an eminent foreigner to the same effect. The Rev. J. Fraser, now the Bishop of Manchester, one of the most ardent advocates of public provision for higher education, when he visited this school in 1865, said in his report to the British Parliament, that it was a "school which I should like, if possible, to place under a glass case and bring it to England for exhibition as a type of a thoroughly useful middle school. . . . It is the one above all others that I visited in America, which I should like the Commissioners to have seen at work, as I, myself, saw it at work on the 10th of June, the very type of a school for the middle classes of this country, managed in the most admirable spirit and attended by just the sort of boys one would desire to see in such a school.

"Take it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States."

The record of this school will vindicate the assertion that its excellence and usefulness have not abated since Mr. Philbrick made his statement in 1864 and the Bishop of Manches-

ter in 1865. The English High School, as well as the Latin School, is fortunate in having for its Principal an accomplished educator, whose ability and devotion to duty are assurance that it will, in the words of the eloquent Rev. Dr. Lothrop, for twenty-six years the faithful chairman of the committee on this school, "fulfil its design and become a noble institution, with its four or five hundred pupils, sending forth its eighty or one hundred graduates; young men with a large intellectual and moral culture, fitted not only to bring that knowledge which is power into all the departments of business, but fitted also to elevate the tone of social and moral life and manners amongst us and make our city what every city should strive to be, — 'a city set on a hill.'"

These schools have occupied the same building in Bedford street for nearly forty years. We now dedicate to their joint use this beautiful structure. May they continue to occupy it in harmony and prosperity as long as mundane things are permitted to endure.

This day is memorable and dear to our citizens and to all Americans as the natal anniversary of the Father of his country. I invoke the blessings of his spirit on these two institutions, that they may not only instil into our youth the desire for intellectual and moral truth, so as to lead them through the pursuits of knowledge, to cultivate, as Tully has well said, in our mortal life the pursuits of heaven; but may also inculcate the spirit of a lofty patriotism, that there may be always here, where Washington first drew his sword in the cause of civil liberty, those who will make every sacrifice for its defence.

Mr. Chairman of the Committee on High Schools, I now conclude the part assigned to me in this dedication by delivering to you these keys. I do so with great pleasure, being well assured that you and your committee will faithfully administer the supervisory powers in respect to these schools delegated to you by the Board.

RESPONSE OF CHARLES L. FLINT.

Mr. Mayor :—In behalf of the Committee on High Schools I accept the trust of which these keys are a fitting recognition. Let me express the profound satisfaction of the committee with the completion of the plans for the accommodation of the great schools which are to occupy this house. These schools have labored for years under the most trying disadvantages, with classes scattered about at considerable distances from the main building, and under circumstances which made it impossible to do the best work, or work which was satisfactory to the teachers themselves. That they have been able to maintain their popularity, under such conditions, and even to grow in efficiency and usefulness, is due chiefly to the extraordinary good fortune of the committee in securing and retaining a corps of instructors in both schools unsurpassed for ability, and devoted heart and soul to the work they were called upon to do.

The schools were never, we believe, in a stronger position than they are now. They were never in a condition to do better work. With the facilities which this building will afford, when our rooms are furnished, as I have no doubt they will be, with suitable chemical, physical and philosophical apparatus, the appliances which science and mechanical skill have devised, we shall be recreant to our duty if we fail to impart a training which will fit the young to enter upon the activities of life with all the conditions requisite to success, so far as they depend on instruction in the public schools.

We wish to express our grateful acknowledgments to you, sir, and to the City Government, for the munificent liberality that has provided so generously for the wants of these schools, and to the Committee and the Superintendent of Public Buildings, and especially to the City Architect for his admirable and thoughtful designs for the comfort and con-

venience of teachers and pupils. It may be easy to suggest improvements and to find fault with defects when the work is done, but take it all in all we believe it to be the grandest and most complete school-house in this country, if not in the world. We thank you all, sir, for the excellent way in which the work has been done. It is a monument, noble in its designs, magnificent in its proportions, and fit to commemorate the wise and far-seeing liberality of our citizens.

The committee, I am sure, feel a deep sense of responsibility to the citizens who maintain these schools, and to the parents whose sons are to be taught here. Let us have your considerate coöperation, your generous confidence, and your hearty support, and we will make these schools not only the pride of every citizen, but the crowning glory of the free public school system of Boston.

After music by the choir, Mr. Flint continued : —

Mr. Merrill, Head-Master of the Public Latin School : I have the honor, on behalf of the committee, to intrust these keys to you. They are the symbols of your authority. Since the committee called you to the honorable and responsible position at the head of this great school, they have watched you day by day, with increasing confidence in your ability, in your scholarship, and in your practical sagacity. When you entered upon your duties, four years ago, the school had suffered from a variety of causes. Its general tone and its discipline were low, and it failed to command the entire confidence of the School Board, or of the community. I state what I know from my own experience when I say it was a source of great anxiety to the committee in charge. You have revolutionized it in these respects, and you are fairly entitled to the credit of it. The Latin School was never in a better condition, so far as its general tone and spirit are concerned, than it is to-day. I do not believe its corps of teachers was ever so exceptionally strong and efficient at any one

time in the past, or so united in their efforts to do the best possible work for the credit and the reputation of the school itself.

You are at the head of the oldest free public school in this country. It was the work of men struggling with the hardships and the gloomy isolation of colonial life, but determined, let what would come, that learning should not be buried in the graves of their fathers. If there ever was a case where men builded better than they knew, it was that of the early fathers of New England, when they started to embody in a material and practical form the declaration of their great spiritual leader, "that government, as the natural guardian of all the young, has the right to compel the people to support schools." They applied that principle for the first time here, in the establishment of this school, only five years after the settlement of this place and while the little colony was still hanging almost on the verge of despair.

The history of the school, therefore, dates back to the early infancy of the colony of the Massachusetts Bay, to a period anterior to the founding of Harvard College, and for a hundred years or more it was regarded as "the principal school of all the colonies, if not in all America." It is, as we all know, a preparatory school. It has always been regarded as such, and as such in times past it gained a high and well earned reputation as the most efficient institution in the country, nobly and honorably accomplishing its mission, and proving itself to be a priceless blessing to this community.

But though somewhat venerable with age, there is still abundant room for growth. The standard of scholarship required for admission to our colleges is constantly advancing, so that we shall be obliged constantly to produce better results, and forced not only to do more work but to raise the standard of admission to the higher classes. To make such changes as may be needed from time to time in the course of studies, to keep the school in the line of growth

and progress so as to accomplish the highest results, will require constant watchfulness, consummate skill, and an untiring devotion. The committee, I need not say, will give you all the aid in their power, and will cordially coöperate with you in your efforts to maintain the ancient renown of an institution which was for many years regarded as by far the *best* preparatory school in all America.

RESPONSE OF MR. MOSES MERRILL.

Mr. Chairman: — In receiving these keys from your hands we are reminded of the obligations resting upon us as instructors of youth. We trust that this responsibility is never lost sight of. But it is well to call attention at times to the services demanded of us and to the trust reposed in us, lest we may forget that the influence of our work here is far-reaching, boundless as eternity itself.

The vocation of teaching is subordinate to that calling alone which devotes itself to the interests of the soul. Our fathers associated the two; they felt that erudition in theological lore was an essential qualification for teaching the young, especially in the higher institutions of learning. This sentiment has not altogether disappeared, though the occupations are now, practically, distinct. A different course of study and a different kind of instruction are necessary for a suitable preparation for teaching. Still, the minister of the Gospel is, as he ever has been, an earnest advocate of mental culture; he believes in an intelligent piety. On the other hand, the teacher, if true to his profession, will have regard for the moral and spiritual nature of his pupils. On the union of this moral and mental culture depend the broadest development of man's character, his own well-being, the purity of society, and the security and perpetuity of our free institutions.

Therefore, may the pupils of this school ever obey the

precepts of Divine revelation in their widest meaning, as given to us in the Proverbs of Solomon: "Get wisdom; get understanding; forget it not, neither decline from the words of my mouth; forsake her not and she shall preserve thee; love her and she shall keep thee. Wisdom is the principal thing; therefore get wisdom, and with all thy getting, get understanding. Exalt her and she shall promote thee: she shall bring thee to honor when thou dost embrace her. She shall give to thine head an ornament of grace and a crown of glory shall she deliver to thee."

You have been kind enough, Mr. Chairman, on various occasions, to speak approvingly of the condition of the school since it has been entrusted to my care. Your words to-day accord to me, I fear, more credit than I deserve. I wish to confirm all you have said in praise of my associates, and to assure you that we are greatly indebted to them for whatever success, in your judgment, we have attained. We also wish to thank you, sir, as well as your colleagues and the parents of the pupils, for your prompt and hearty support in promoting the welfare of the school. But all efforts of teachers avail not to make a school successful, unless they have the sympathy and willing obedience of their pupils. This state of things appears to exist. As our boys advance through their respective classes from year to year, and reach the first class, — the sixth form, in which Dr. Arnold placed the hope and the confidence of his school-work, — we see them putting off childish things, and the senseless frivolities of early youth, and becoming manly and honorable, appreciative and generous in their feelings. Such a class, a fit representative of previous classes, we can present to you to-day. Be assured that so long as this continues, you need have no anxiety about the order and well-being of the school.

Two hundred and forty-six years ago the residents of the infant colony of Massachusetts established this school "for the teaching and nourtering of children with us." We have

no historical statement of the fact, except possibly that which the Mayor has given us to-day, but it is reasonable to suppose that the first Governor of the colony gave the measure his hearty support. It would be incongruous to suppose otherwise. He was an educated man, and we know that he was an ardent supporter of public education in his adopted home. Could he have looked through the vista of coming centuries, and seen the development of his hazardous experiment into the metropolis of to-day, with its teeming population, with its vast industrial interests, with its churches and schools, and the distinction of its citizens, especially those bearing his own name, he might have exclaimed, in the words of Anchises, as he beheld from the abodes of bliss, in prophetic vision, the glory of Rome, the mistress of the world, in the golden age of Augustan power and literature : —

Illustris animas, nostrumque in nomen ituras.

It is eminently fitting that we should have with us to-day the chief magistrate of the Commonwealth, to ratify and confirm the act of his great predecessor, to give dignity and impressiveness to these exercises by the weight of his official position and his personal character. It is also a fortunate circumstance that, among the prominent graduates of our school, we have here to-day a lineal descendant of the first Governor, a fellow-citizen whom we delight to honor, himself an alumnus of the school, whose presence and utterances will prove a benediction, who, in the fulness of years and wisdom, will give us, in his own eloquent way, words of counsel and encouragement.

We have assembled to-day to dedicate this building to the moral and mental culture of our youth, the highest purposes to which it could be devoted save the promulgation of the Gospel of the Saviour of mankind. But let us remember that this is not exclusively our own gift; it is a legacy we have received from our fathers. We have taken this

legacy, added to it, enlarged it by generous offerings, and adapted it to the needs of our day and generation. Let there be no complaints, no regrets. Let us transmit this offering to our children with the same generous impulses and noble aims as our fathers transmitted it to us. May it do as much for them as it has done for us. In their turn they will take the legacy, when it is no longer suitable for them in the form in which we present it, enlarge it, and transmit it to generations farther on. Therefore, all honor to those who have had anything to do, from the beginning to the end, with this public benefaction.

The aims of the two schools occupying the building are different. Cicero says: "*Omnes artes, quae ad humanitatem pertinent habent quoddam commune vinculum et cognitione quadam inter se continentur.*" This involves a principle in education as true to-day as when these words were uttered. The following version, nearly a literal translation, answers our present purpose: "All branches of knowledge which tend to the cultivation and refinement of the mind have a common bond of union and a certain close relationship to one another." The more one knows the better. But no mind can grasp all knowledge. A selection must be made. We think we have the best selection on our side; they think they have the best on the other side. But there need be no quarrel. The two schools will occupy the building in peace, in the spirit of an admission recently made by an eminent scientist in England, Prof. Huxley, who said: "I am the last person to question the importance of genuine literary education, or to suppose that intellectual culture can be complete without it. An exclusively scientific training will bring about a mental twist as surely as an exclusive literary training."

In the spirit of this partial concession to the advantage of linguistic studies, these schools will meet the wants of our people. There is enough of the literary element in the one,

and enough of the scientific element in the other, to save each from the charge of exclusiveness.

I need enter upon no eulogy of the work of the English High School. Its results have been conspicuous. Among its graduates, eminent in the various callings of life, some to-day will tell what it has done for them and for their fellow-students.

The Latin School, let us hope, in days to come as in days past, will lay a broad foundation for intellectual development, which will be but the beginning of a long course of study, culminating in the learned professions or in other positions equally important and influential, bringing credit to the school, to the pupils themselves, honor to their native city, strength and renown to the Commonwealth and to the nation.

Mr. Flint, turning to Mr. Francis A. Waterhouse, Master of the English High School, said : —

Mr. Waterhouse, Head-Master of the English High School:—Less than two months have passed since you were called to occupy the most important position at the head of this great school. But though a comparative stranger to many in this community, the extraordinary record you had made in similar positions of trust had long been familiar to the committee. When, therefore, the burden of responsibility was thrust upon them of filling the vacancy caused by the resignation of your predecessor, there could be no want of unanimity as to the selection to be made. All eyes were turned to you. We regard it as a great good fortune, not only to the committee in charge of the school, but to the whole community, that you were willing to accept our offer, and to assume the responsibilities which such acceptance involved. You enter upon its duties with the entire confidence of the committee, and with the best wishes and the highest expectations of every friend of High Schools in this city.

The great school, to the head-mastership of which you have been called, derives its highest importance from the fact that it is, essentially, a finishing school. Its graduates, with comparatively few exceptions, enter directly upon the practical business of life. Its functions, therefore, as well as its traditions, are quite different from those of its neighbor, the Latin School, and its course of studies ought to be broader and laid out for different ends. It had its origin at Faneuil Hall on the 15th of January, 1821. Its first head-master was chosen on the 19th of February, 1821, and opened the school in the following May, and from that day to this, for sixty years, its pride and its crowning glory have been to give to the young men of this city an education that should fit them for eminence in their profession, whether it be clerical, mercantile, or mechanical. This object it has accomplished, on the whole, remarkably well, as the long list of its graduates, many of them the most prominent men in all the practical walks of life in our midst, abundantly shows.

Now, we ask you to bear in mind, as you enter upon this trust, that you will impress yourself most strongly and most beneficently upon this community by impressing yourself most strongly and durably upon the individual character of the pupils that come under your charge. Let them go out wiser, purer, truer, holier. There can be no nobler aim, nothing more worthy of the highest ambition of any good man than this,—to give the last finishing touches in moulding the character, in stimulating the ambition, in leading the young and pliant minds just blooming out into thoughtful manhood,—the flower, the hope, and the stay of a great and intelligent community,—to loftier aims and to nobler purposes in life. It requires a rare combination of the Christian gentleman, the teacher, and the friend.

The simple fact that we have elected you to this difficult and responsible post is evidence enough that we have

implicit confidence in your character, in your ability, and in your entire fitness for the position ; and I need not assure you that we have not placed you here to leave you without the hearty and persistent coöperation of the committee. We propose to stand by you, and to give you not only all the moral, but all the material aid in our power. The rest will remain for you. I have the honor, on behalf of the committee in charge of the school, to intrust these keys, as the fitting emblem and recognition of authority, to you. May you never have occasion to regret the choice you have made.

RESPONSE OF MR. FRANCIS A. WATERHOUSE.

Mr. Chairman: — In receiving at your hands the keys of the English High School, I formally signify my acceptance of the great trust that you have so impressively committed to my care. In the execution of this trust, I feel that I am bound, not only to aid and direct pupils in getting so-called practical knowledge and practical skill. Such work, I admit, is highly important work ; and he who does it well deserves, in no scant measure, commendation for good and faithful service. But the charge that you have given to my keeping implies the obligation to a work that is higher and better still, — the work of forming the minds and hearts of pupils to right habits of thought, feeling, and action. I am bound to exert my best efforts — my associate teachers, will, I trust, exert their best efforts — in training our boys to think for themselves, and to think with an earnest and sincere desire to arrive at truth, — to feel, with genuine and discriminative feeling, the beautiful and the good, — and to put true thoughts and generous sentiments into fitting words and deeds.

These ideas of education — the disciplinary idea, as it may be termed, and the practical — find due recognition in the course of study in our school. As a result of the labors of my distinguished predecessor, the organiza-

tion of the school with respect to instruction is admirably fitted for thorough work. Instead of being called upon to teach a multitude of subjects, and, consequently, teaching all, except a favorite one, indifferently well, each instructor has in charge but a comparatively few branches, and generally such branches as his gifts or culture adapt him successfully to manage.

With such a course of study and such a division of labor; with associate teachers, able and enthusiastic, tenaciously holding, as they fairly may, to ideas and sentiments that have stood the test of years, but ready to welcome new ideas and methods that smack of sense and truth; with the cordial and intelligent support of our best citizens; and, lastly,—for the thought of the occasion, if no other thought, naturally leads me to give prominence to this point,—with the finest and most commodious school building in the country; with such helps as these, and with few, if any, hindrances that energy and determination cannot do away, I venture the hope that the English High School will make in the future as good a record as it has left in the past. I venture the further hope, that, as years go by, it will yield proofs more and more convincing that it holds in the school system of Boston an indispensable place as well as a high place, freely offering, as it does, to every boy in the city,—provided he have fair ability,—an education that fits him not merely with a reasonable prospect of success to enter upon special lines of business, but also to assume the responsibilities and to discharge the duties of citizen, patriot, and man.

Turning to the audience, Mr. Flint then resumed:—

ADDRESS OF CHARLES L. FLINT.

Ladies and Gentlemen:—It would obviously be improper for me to detain you many moments from the sequel to these formal ceremonies. I am well aware that this is a

day of congratulation rather than of suggestion, and yet there is one thought, not new by any means, but worthy of frequent repetition, that I wish I could impress upon the minds of the parents of our boys. It is that, taking our community as a whole, we are too much inclined to rely upon fine school-houses, upon accomplished teachers, and upon elaborate and costly appliances for instruction. All these are important, to be sure, and by no means to be overlooked, but every teacher, and every active member of a committee must realize and appreciate the far greater importance of wise parental discipline and sound instruction at home.

Our schools and colleges can do much, but they cannot do all. They ought to be regarded merely as supplementary to the more important influences of the home. We must not confound instruction with education. The teachers of our public schools can have their pupils, at the most, but five hours a day, and that time must be given chiefly to instruction, so that most of the influences which go to build up a noble and finished character must come from parents at home. If we would have an Eton or a Rugby, we must comply with the conditions which such schools impose. We must give up our boys to the more complete control of competent teachers.

The boys of our cities are far too apt to rely upon outside influences for growth and mental development. They are not sufficiently self-reliant. They are not so self-reliant as boys brought up in the country, and for obvious reasons. They seem to wait to be taught, to have knowledge poured into them, as it were,—as if their minds were mere storehouses, when they ought to be workshops.

Now, there is no plainer axiom than this, that the mind grows only by its own action. We cannot travel by railway from ignorance to knowledge. The way through mental discipline to a high standard of intellectual culture is as slow and laborious now as it ever was. The school and the college can aid by giving direction, but they cannot supply a

lack of mental force. They must rely upon home influences to stimulate ambition, to infuse energy, to kindle enthusiasm, and to create a love for the work of the school.

Now, what you and what I can do, to a certain extent, is just this: We can stimulate mental activity in our boys. We can do something to encourage them to greater self-reliance. We can impress upon them constantly the idea that they must work out their own salvation; that whatever we may do for them, whatever teachers and schools and books may do for them, will amount to very little unless they learn to rely upon themselves. There can be no strong, stalwart, well-developed manhood that is obliged all the time to lean on something outside of itself for support, and a true education ought to fit a man to meet emergencies, to fight the battle of life manfully, and to crown it with victory.

The choir then sang the beautiful "Hymn to Liberty."

The CHAIRMAN. — We are fortunate in having with us to-day the Chief Magistrate of a Commonwealth that was the first to put upon its Statute Book an act "to provide for the instruction of youth and for the promotion of good education." An act so remarkable for felicity of expression as to amount almost to fervid eloquence was passed by the Legislature of 1789, and it is so short that I am sure you will pardon me for reading a single section of it. It was enacted: —

"That it shall be, and it is, hereby made the duty of the President, professors, and tutors of the University at Cambridge, preceptors and teachers of academies, and all other instructors of youth to take diligent care and to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and

those virtues which are the ornament of human society, and the basis upon which the republican constitution is structured. And it shall be the duty of such instructors to endeavor to lead those under their care (as their ages and capacities will admit) into a particular understanding of the tendency of the before-mentioned virtues, to preserve and perfect a republican constitution and to secure the blessings of liberty, as well as to promote their future happiness, and the tendency of the opposite vices to slavery and ruin."

It is the spirit of this remarkable act, embodying, as it does, the very elements of popular education and civil liberty which had been worked out by the experience of the early fathers; breathing, as it does, in every line, the loftiest sentiments, and appealing to all men of culture and sound principles to stand round and support and elevate the standard of popular education, — it is the spirit of this act that has pervaded and directed our system of free public schools from its passage, more than ninety years ago, down to the present hour. I have the honor to introduce to you His Excellency, Governor LONG.

ADDRESS OF GOVERNOR LONG.

The enactment which you have just read, Mr. Chairman, lacks something of conciseness, and, if you will pardon me, of entire felicity of expression. But, in its spirit, it well emphasizes the demand of Massachusetts that her children shall be instructed not only in studies that make the mind acute and strong, but in the good morals which lie at the foundation of character and of the State. Most sincerely, while bringing to the dedication on Washington's birthday of this new temple of learning, so spacious and elegant, the good words and wishes of the Commonwealth, do I trust that, in conformity with her spirit and statutes, its teaching shall be the truth, its inspiration shall be humanity, and its fruit the citizen free and true. And let us not forget that it is not the

munificent gift of some princely magnate, but the more munificent self-imposed contribution of the body of the people.

As a part of the great educational system, which from the first the Commonwealth has fostered, these two noble schools belong to Massachusetts. The Latin School dates its beginning almost with that of the colony. It foreran Harvard College. Among its teachers, at the opening of the Revolution, it saw the older Lovell, a Tory refugee, and the younger, a flaming patriot, at the side of those Massachusetts heroes, Hancock and Adams. And, to-day, I see its scholars standing before me in the uniform of the State militia. It is the General Court that, under the lead of a gallant young colonel of my staff [Colonel Higginson], is authorizing their instruction in military drill. And yet, as I behold their gun-barrels ranged around these walls, I am glad to see that their arms yield place to the citizen's gown. The Latin School has been not more a nursery of classical learning than of a better than classical love of country. Within these walls the sculptured marble weeps over the record of its patriot martyrs. The names that have won Massachusetts most glory for statesmanship, eloquence, letters, the pulpit, and all well-doing, are, many of them, written on its rolls. If it could be typified in some life-like form, holding in its grasp not a spear but a book, surmounted not by a helmet but by a scholar's cap, it would well represent our Massachusetts common schools and stand as the American Palladium, its eyes flashing fire at any desecrating touch, conscious that upon its preservation forever depends the safety of the Republic.

Amid all this architectural vastness and convenience how the imagination tries to picture the homely shed that once stood in the rear of King's Chapel! The successive steps of the Latin School from house to house, wide as is the divergence from the first to the last, are, however, only in keeping with the marvellous growth of the city and the Commonwealth. Whether the cause of good learning has kept pace

with the enlargement of its temples and with the increase in the number of its votaries is not so certain. One might doubt it in the presence of Winthrop, who sits here a graduate of this school, his vigor unimpaired, chosen out from more than fifty millions of people, not more for his great ancestral name than for his scholarship here first acquired, to be the orator of the next great centennial of the American republic. One might doubt it, too, in the presence of Emerson, that other graduate who is also here, and who is indeed wherever education and the culture of the soul refine the air through which the spirit springs to heaven. Be it remembered that the one object of education, forever and now, is not to make the mind a storehouse full-crammed, not to dissipate it in the shattering endeavor to grasp all knowledge, but to enable a man, whatever his faculties or resources, to command, to use, to apply them to the full,—if he lift a hammer, to strike the nail on the head,—if he cleave a log, to strike it in the very centre,—if he argue a cause, to drive straight at the heart and the understanding. Given this ability and the education thus to use and expend his power, and then the storing of the mind and the variety and scope of accomplishment will take care of themselves; even as when a forest spring is put to use and overflows, it is never exhausted, because the whole mountain-side spontaneously bleeds at every vein to keep it full. The difference of one man from another is less in power than in the use of power. Command of words, mastery of language, are not more the distinction of Webster and Burke than of the most brilliant speculator in mining stocks, or of the head man in a New England village. And yet how painful and pitiful is the daily spectacle of some graduate of our schools, soaked with lessons, who cannot put a thought into words, or a purpose into execution.

But it is not for me to speak of the special topics of education. Whatever in that is best has here always found its

opportunity, and, I am sure, here always will find it. Rather, speaking for the Commonwealth, and speaking, too, for myself in connection with a school in which I was once for a few weeks a teacher, I love to recall the exquisite freshness and promise of the scholar's life and progress, the delights of classical learning, the inspiration of the acquirement of knowledge, the growing consciousness of mental grasp and power, though it but blush and tremble at its own first essay at speech or at poem. There is no range so noble, so free, so easy in its access to the rarest communion, as the scholar's. Not by accident is it that rhetoric and poetry and the Greek and Latin classics have been called the "humanities." In one common humanity they link all ages, all times, all conditions. Through these halls many a boy, perhaps the humblest, a poet in his soul and in his eyes, shall walk with Virgil hand in hand; many a youthful stammering orator have Demosthenes for his master, and many a lover of letters repeat, fresh from Cicero's tongue, his matchless tribute in their praise.

Noblesse oblige! In her poverty Massachusetts gave from her scanty store that learning might not perish. Have no fear or distrust of her generosity. That all her sons might be scholars she has cheerfully borne the heaviest burden upon her labor and her sweat. And nobly hitherto has the scholar responded to the obligation, in his own self-respect, in his loyalty to her, in his patriotism, in his usefulness in the world. May it still be his, going out from beneath this favored roof, with the mantle of three centuries now settling down upon it, to show that, dubbed to grander service than that of ancient knight, the scholar is noblest, not when his attainments, which he owes to the common contribution, lift him aside from his fellow-men, but when they equip and inspire him to mingle with them, to shed among them his own better influence, and to spread abroad — himself an example — those qualities, named in the legislative act of 1789, of piety,

justice, regard for truth, love of country, benevolence, industry, moderation and temperance, which are the best "humanities," "which are the ornament of human society, and on which the republican constitution is structured."

THE CHAIRMAN. — His Excellency has spoken so well for the Commonwealth, as it stands to-day, that we could almost wish we had several other Governors to present to you. We cannot so easily call up the living presence of the first great Governor of the Colony of the Massachusetts Bay, but he was a reality here two hundred and fifty years ago, full of activity, earnest in all good works, inspiring the settlers with courage and hope when they were brought to the verge of despair, and contributing liberally of his own means to found one of the great schools which are to occupy this grand structure. But we have a descendant in the direct line from him, whose name he bears, and whose voice is always welcome, though too seldom heard in our midst. It gives me pleasure to introduce to you the Hon. ROBERT C. WINTHROP.

ADDRESS OF HON. ROBERT C. WINTHROP.

Most willingly, my friends, would I have been excused from the call which has now been made on me, — even at the cost of all the kind compliments by which that call has been preceded and accompanied. And yet I could not quite find it in my heart to be wholly wanting to such an occasion. On this day of all other days, — associated, as it is, and will forever be, with the grandest character in American history, or in any other merely human history, — I am most glad to find myself among those to whom that character should always be held up as their best model, and by whom it should never cease to be revered and venerated.

But I am not here to talk about Washington. Nor do I

propose to say anything about Governor Winthrop, to whom so many just and welcome allusions have been made in connection with my own name. Indeed, you will bear me witness, Mr. Chairman, that in accepting your repeated and flattering invitations, I promised to say only a few words : and I trust that I shall not too greatly exceed the measure of my promise. There are, I know, older graduates of the Boston Latin School than myself around me, — Mr. Emerson, to whom you have given so marked and cordial a reception, Mr. Dillaway, so long the head-master of the school, and my friend, Dr. Lothrop, to name no others. But they will all agree with me, and you will agree with them, that any one who is obliged to turn back nearly threescore years to find his name on the old catalogue, need make no apology for being brief, on this or any other occasion.

I am here, then, ladies and gentlemen, only to manifest my earnest and undying interest in these great public schools of Boston ; to renew the assurance of my gratitude as a citizen for all that they have done for our city, for our Commonwealth, and for our whole country ; to testify afresh my own personal gratitude for all that one of them did for me, under good Master Gould, so many, many, years ago ; and to offer to them both, to their pupils and to their masters, my warmest felicitations on the completion of the noble edifice which they are henceforth privileged to occupy.

The dedication of a massive and magnificent school-house like this — destined as we hope and trust, not only to outlast all, however young, who are gathered here to-day, but to be the resort of our children and our children's children in a far distant future — is an occasion I need not say, of most impressive and most suggestive interest. A well-remembered English poet of the last century, in one of his celebrated odes, looked back from a distance on the old towers of Eton, to prefigure and portray some of the varieties of personal experience — prosperous or adverse, joyous

or sad — which awaited the young pupils of that famous seminary. And a most dismal and doleful picture he presented of not a few of the little victims, as he styled them, with countless ministers of fate lying in ambush around them, eager to seize and rack and rend them. No such picture of an American school, or of any other school, would be accepted in our day and generation.

It is for us, certainly, as we gather beneath these new towers of our own, to contemplate brighter and more cheering visions of the future. It is for us, to-day, to look forward to a long procession of the children of our beloved city streaming forth, year by year, from these noble halls, — not exempt, indeed, from the trials and casualties of our common lot, or from any of the ills that flesh is heir to, but pressing onward hopefully and bravely, in ever-increasing throngs, to fight the great battle of life, to win happiness and honor for themselves, and to add new strength and new security to those free institutions which can only rest safely on education and intelligence.

I echo the impressive words just uttered by the good master of the Latin School. May that fear of God which is the beginning of wisdom, and that love of God which casteth out all fear, take possession of their hearts; and may his blessing be on all their worthy efforts, both as boys and as men! But let them never forget that, under God, they are to be the masters of their own fate, and of their own future. It will not be in their stars, — no, nor in their school-houses, however humble or however grand, — but in themselves, if they are underlings, or if they shall grow up to the stature of the noblest patriotism and public usefulness. There can be no real failure for those who are true to themselves.

The old Latin School—to which I may be pardoned for one more special allusion, as a former pupil—is now taking possession of its fifth local habitation. We can trace it along from its first rude tenement of mud walls and thatched roof,

as the Mayor has just described it, to another, and another, and still another, more substantial and commodious structure. until, at last, this grand consummation has been reached. The fifth act opens in triumph, and the old school enters to-day, hand in hand with its accomplished younger sister, upon a far more spacious and splendid theatre. Need I say, need any one tell them, that larger expectations will rightfully be cherished of those who are to enjoy these larger opportunities and advantages? May we not reasonably call on every Boston boy, who enters these wide-spread gates and shining archways, not to allow all the improvements to be confined to the mere material structure, the mere outward shell, but to see to it that the character of the schools shall take on something of the proportions, something of the beauty and grandeur of the building which the city has so sumptuously provided for them; and, still more, to see to it that his own individual character shall not be wanting towards making up the precious mosaic of an institution worthy of such a home and such a history.

I might almost venture to conceive that some one of the young scholars around us at this moment — and more than one — might catch an inspiration from this very scene, and from all its rich associations and utterances, and, recalling that exquisite stanza of Holmes's "Chambered Nautilus," with all its marvellous transmutations and transmigrations, might say to himself, as he retires from these impressive ceremonies: —

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free, —
Leaving thine outgrown shell by life's unresting sea!

Such lines might almost claim a place among the illuminated legends on these walls. Certainly, their sentiment might well be impressed on every young heart which is beating high with the exultations of this hour. I can add nothing to them.

The CHAIRMAN. — Some of the graduates of the English High School, you know, go on to complete and round out their course of studies at the Institute of Technology. I wish there were more of them. It seems to me that if our busy community could realize that that institution was founded in our midst for the express purpose of teaching the sciences in their application to the infinitely varied forms of mechanic art, and that it has all the requisite appliances in the shape of chemical, physical, and metallurgical laboratories, smelting furnaces for handling ores, and the means of training skilled mining and mechanical engineers, and, especially, if it could realize the fact that its graduates are eagerly sought for to fill important positions of trust, requiring scientific skill, to be obtained nowhere else so easily or so well, we should send ten boys there where we send one now. This country is to have a vast and a marvellously rapid development in the near future, and there is no one direction of that development where the scientific training to be obtained there will not be in constant and quick demand. I have the honor to introduce to you the president of the institute, Prof. WILLIAM B. ROGERS.

ADDRESS OF PROF. WILLIAM B. ROGERS.

Mr. Chairman: — You are well aware that it is with no small reluctance that I have consented to appear on this occasion. Bodily infirmities have led to your indulgence now in placing me much before the position proper to me in this celebration. I feel, however, a sense of duty and of affectionate respect, in referring to the history of the Boston High

School, as well as of the Latin School. When I see my old friend, Mr. Dillaway, before me, still in the vivacity and vigor of a most intellectual and fruitful old age; and when I think of those good friends of the institute, — Thomas Sherwin and Geo. B. Emerson, — whose services and counsels were of such value to us in our early development, I feel it to be a sacred duty, however little it may be in my power to add to the interest of the occasion, to show myself and express my gratitude to both these institutions that are to have their tabernacle here.

But when I look back, as I cannot help doing, to the past history of these schools, and think of the time when a small gathering of the citizens of the little town of Boston agreed to "entreat Brother Philemon Pormont to become a school-master for the teaching and culture of the young folk around," and when I look now at what has been accomplished in the course of these two and a half centuries by the intelligence and provident wisdom of the citizens of Boston in the development of these schools, now furnished with such magnificent preparation and accommodation for their instruction, I cannot but think of what may be the question arising as to the progress which has been made in the meantime in that which is most important of all, — the real and substantial education of the youth of Boston and of the Commonwealth. It is certainly true that there has been great progress made in the methods of school-training, of college and university education, as they have been successively developed: but it is not less true that there is a great deal to be done to secure the best fruits of any of these forms of education. It has been admirably well said, since I have been sitting in this audience, that it is not simply in the magnificence of the accommodation, in the beauty and grandeur of the structure, or even in the extent of the appliances for education, that its great benefits are to consist.

I know perfectly well, I think I may say, that there are

very few of the youth now before me who would answer to Shakespeare's description of the "whining school-boy, with his satchel and shining morning face, creeping like a snail unwillingly—to school," excepting in the fact of the "satchel and the shining face," for now, such are the attractions of our well-organized schools, that the reluctance here referred to, and which has become somewhat classical in our language, is of rare, exceedingly rare, occurrence. The minds of youth are taught by being educed, by having more or less of those arrangements and agencies brought to bear which help the student to teach himself, and we are learning now that real education does not consist in the accumulation of mere knowledge, as such simply, but in the training of the faculties for the future uses of the man. It has been well said, —and I know that to a large extent this maxim, if I may so call it, has been brought into application in these great schools of Boston, — that intellectual food should go to form mental muscle, and not mental fat. I for one am entirely catholic in my views of education. I believe that mental muscle may be nourished and strengthened by the study of the classical languages, and I know that it can be strengthened to an almost unbounded extent by the study of the laws and agencies of nature. It was said by Hobbes, with only a partial degree of truth, I think, that "words are wise men's counters: they but reckon by them." I think that they are more than counters, that they are genuine money. They stand for something which is not only other than words, but wider, grander, and eternal in its character; and that is, they stand for *things*, for practical agencies, and phenomena, and laws; and upon this basis, and only upon this, can we erect a substantial and enduring education.

We ought, perhaps, for a moment to think of what was the condition of the civilized world at the time that Brother Pormont founded this little school, — the first free school in

Massachusetts, the first free school in the United States, for we must remember that Boston was a very insignificant place in the eye of the world at that time; that all the American colonies were but little at that time; that there was no leisure here for the cultivation of Philosophy, or of advancing science; but in the Old World there was an amazing activity in that seventeenth century, from its beginning until its close. Think what an array of great philosophers, great mathematicians and physicists! Think of Galileo, who was then passing his last years a prisoner at Arcetri! Of Spinoza, who was then a lad preparing for the grand work of his logical philosophy! Of Descartes, who was approaching the zenith of his fame! Of Locke, who was just beginning to lisp his mother's name! And only seven years after, think of the bright illumination that came upon the world in the birth of the illustrious mathematician and astronomer, Sir Isaac Newton! and you have something like a picture of the high condition of intellectual activity and the wondrous advances that were being made by the human mind on the other side of the Atlantic, and I cannot but believe that some of those influences, although they spread very slowly among the masses of mankind, passed across the Atlantic with the Pilgrim Fathers, and had an influence in softening and enlarging that theocratic government, sometimes almost a tyranny, which marked the earliest stages of the Commonwealth. Let us reverence their memory. Let us think only of the grand good which they have achieved, — a good which achieved thus far is only an indication of transcending future good. But while we feel that we are advancing in all departments of knowledge, in philosophy, and in the natural sciences, let us not be too proud. Let us be humble in our exultation, and remember what Carlyle has said, "Science has done much for us, but it is a poor science that hides from us the deep infinitude of nescience."

As I look around and see the bright faces of the scholars

of the Latin School and of the English High School, I cannot help telling them of my sympathy as an old teacher, who has been conversant with the minds of youth, with their tempers as well as their intelligence, and saying to them that they are to be their own teachers, and in the largest measure must be their own teachers, if they are to grow to a proper, intellectual, and vigorous manhood. Let us remember that if we strive, we rise in striving, and that the strenuous effort of the student himself is what chiefly educates him; not by the cramming of knowledge as it is commonly called; not by the accumulation of facts, but by the invigoration of his intellectual faculties, qualifying him to deal with all the phenomena and laws of nature and with all the interests of patriotism, benevolence, and industrial activity in the community to which he belongs.

The CHAIRMAN. — *Ladies and Gentlemen:* — We are honored to-day by the presence of my distinguished predecessor as Chairman of the Committee on the English High School. He is entitled to the credit of a great many years of valuable service, and that school undoubtedly owes very much of its present efficiency to him. I am happy to introduce you to the Rev. Dr. LOTHROP.

ADDRESS OF SAMUEL K. LOTHROP, D.D.

In rising at your call, sir, my first prayer to God is that I may have grace given me to be short; and if grace is given to me in that particular, it will afford me the greatest pleasure to express my hearty sympathy and gratification with this occasion, and my earnest hope that the interests and prosperity of these schools may be advanced in a measure commensurate with the magnificence of this building in which we are assembled.

I sympathize with everything that His Honor the Mayor

and several other persons have said about the Latin School; I subscribe to all of it; but the thing that more especially interests me here to-day is the English High School. Indirectly and directly my interest in that school covers fifty years of my life. I remember perfectly when it was instituted. Mr. George B. Emerson was its first master. He has grown old, and the infirmities of years have come upon him, but the work that he did as the first master of the English High School left an influence that is living and strong and wide-spread to-day. He deserves to be remembered here by all of us with gratitude and reverence. He impressed upon that school many noble qualities, that have since remained with it, and mark it to this day.

After he left, the next master was Mr. Solomon P. Miles. Mr. Miles, on leaving college, had been summoned to Lancaster to succeed Mr. Emerson in the charge of a private academy in that town. During the years 1819, '20, and '21, I was a pupil of Mr. Miles in that school. He fitted me for college. When I entered college, in 1821, he was summoned to Cambridge as tutor, and there I was under his instruction for two years and a half, till he was called to again succeed Mr. Emerson at the English High School; so that for nearly six years of my life I was under the influence of that man, one of the wisest, tenderest, noblest, best men I have ever known, and his memory rises up before me as one of the three or four men who have done me, intellectually and morally, by their influence upon me, more good than I have received from any others.

Then, sir, when Mr. Miles left, the next master of that school was Thomas Sherwin, my classmate in college and my friend,—a man every way worthy of being the successor both of Mr. Emerson and of Mr. Miles; and not many years after he became master, I returned to the School Committee, and for twenty-six years, from 1848, I was chairman of the English High School Committee, and kept on in that position and

in that work because of my friendship, my profound regard and respect for Mr. Sherwin, and my desire to assist him in all his noble efforts to carry forward that school and make it all that it ought to be. During the last five or six years of that long term of service, myself and my colleagues on the committee were anxious, and were at work in various ways, to procure a new school-house, and it was before I had left the committee, I think, that the initial steps were taken that resulted ultimately in the erection of this magnificent edifice for the two schools. Naturally, therefore, I feel a deep and hearty interest in this occasion, and in the fact that this large, commodious, grand building has been erected to meet the wants of these schools, and an opportunity given them to become all that they ought to be.

I remember, sir, the annual school dinner in 1836, — the second year, I think, of my first term of service on the School Committee, then a very small body, in which two of my associates were the Hon. Nathan Hale, of the "Advertiser," and Mr. William Minot. The dinner occurred about the middle of July, about six weeks before the first Monday in September, as at that time the summer vacation was but six weeks. It was a school dinner in those days, not one of those splendid festivals which have been introduced since then; the invitations came out in the name of the Mayor and City Government; every master, sub master, and usher in the schools was invited, but no women. We were wise enough at that time to employ women in the culture and education of the children of the city, to take advantage of their wisdom and tact, and holy, refining influence in the work of education, but not wise enough to invite them to share in our counsels or to grace with their presence our social festivals. So we had a *male* dinner. The medal scholars among the boys were present, not the girls. The boys had tables arranged for them in the galleries at Faneuil Hall, and came down at the close of the dinner, walked over the

platform, and were introduced to the governor, mayor, and other officials.

At that dinner, Mayor Armstrong presiding, Mr. Everett, then in the first year of his office as governor, made a speech in which he said that Boston, in its eight or ten (that was all it had at that time) small, plain, uncouth, unpretending brick buildings for its public schools, had monuments, when you considered their purposes and their results, that were grander than any that could be found in all the ruins of Rome, or Greece, or Egypt, or any civilization that had preceded us. That was his thought, and pretty nearly his language. If Mr. Everett were present to-day, he would stand by his thought, so far as it regards the importance of public education, but he would be compelled to vary his phraseology about the eight or ten small, plain, uncouth, unpretending brick buildings for the public schools, for instead of those, Boston has now twenty, thirty, forty (I do not know how many) magnificent, commodious, convenient structures for its public schools and the education of its youth; and I rejoice in it, and we all ought to rejoice in it and glory in it.

Suppose there has been some extravagance, — I do not believe there has; but if there has been, that is infinitely better than parsimony in the other direction. And whatever we have spent, it is all coming back to us. It has told, and is telling every day, every year, — it is telling in the character of our population. If the education we give is wise and practical, and notwithstanding some failures that may be urged, it has been on the whole wise and practical; if it has tended to train the faculties, to develop the mind, to enlarge the heart, to improve and form the character, and is, to any extent, the education we need, we cannot carry it too far or too high.

I have had considerable experience in life, I am a pretty old man now; I have known a great many people in all

classes and conditions of society, from the very lowest up to the very highest, and my experience is this, that whatever work, whatever duty, whatever employment any one is engaged in, from the very lowest to the very highest position in the social scale, the person who knows most, who has received the best culture and education, be that person man or woman, will do the work better, will discharge the duty more faithfully, and the person himself or herself, according to his or her resources, is safer and better as a son, a brother, a husband, a father, or as daughter, sister, wife, or mother, they each and all do better, and promote the happiness and the comfort of all, more than the ignorant, uneducated do, or know how to do.

I say, then, we need not fear, let our extravagance be what it will, let our advancement be what it will, we need not fear the progress of popular education. The idea or theory that some have put forth, that man, as he lifts himself nearer to God in one of his attributes—*knowledge*—necessarily falls farther away from him in another—*goodness*—is false. It is treason against God; it is disloyalty and injustice to man. I cannot abide it. Let it not have any influence on us. Let us go for a progressive popular education that shall more and more lead the advancement of the world. Our common schools especially should be upheld, enlarged, advanced, and made all that they ought to be; and I cannot look upon that man as a good citizen, loyal to the State and the nation, loyal to the great ideas and principles that have made this republic what it is, and can alone preserve it, who denounces our system of popular instruction, who scoffs at our public schools, who endeavors to destroy their usefulness, break them down, and convert them into sectarian, denominational, miserable, narrow schools. Let us stand by the free common schools of the Commonwealth, if we would have our State continue what it is and what it has been.

I rejoice, therefore, Mr. Chairman, as I stand here to-day

and see all these glorious and splendid preparations for the advancement of these two schools. Long may these walls endure ! Long may this building stand, and for generations to come, as for generations past, may there be in these schools thousands, hundreds of thousands, of youths educated, who shall go forth to lead good, honorable, useful lives, and to serve God, their country, and humanity in all the various ways, that intelligence, truth, honesty, and a noble purpose will enable them to do ; so that never shall the historian arise who, writing about this old Commonwealth of Massachusetts, shall be enabled to say, *Delenda est Carthago*.

THE CHAIRMAN. — Popular education in the free public school owes its origin very largely, if not wholly, to the early Puritan clergy. Most of them were educated men, who had had the advantage of the best training which the English colleges of that day could offer ; men well to do in the world, and abundantly able, had they seen fit, to send their sons back to the mother country to school ; and it is to their lasting honor, be it said, that, instead of that, they preferred to build the school-house here, in the shadow of the primeval forest, and to invite the sons of those less favored than themselves to come and share it with their own. They thought the best way to fight Satan was through the school-house, and they seem to have entertained the idea that one of Satan's artful dodges was to keep men from learning Latin and Greek. Perhaps we have departed a little from the early Puritan faith ; at any rate there is a gentleman here who knows all about it, and I have the honor to introduce to you the Rev. PHILLIPS BROOKS.

ADDRESS OF REV. PHILLIPS BROOKS.

I should be very sorry, sir, at this late hour, to undertake to treat of the relations of religion to science. I heard, several hours ago, in this meeting, some excellent remarks

that were made upon that subject, and I think I must leave to the thoughtfulness of this great assembly the garnering up of the noble and wise things that were said to us by the Principal of the Latin School.

I want to speak only a few moments, if I can restrain myself so. It is all very well to talk about the magnificence of this new building. It is magnificent — and we are thankful for it; but to me there is something infinitely sad and pathetic this morning in thinking of our old Latin and English High School-house standing empty and desolate down in Bedford street. I cannot get it out of my mind. I cannot, as I look around upon the brilliancy of this new building, forget what that old building has done. I cannot help thinking of it almost as a person, and wondering if it hears what we are saying here. I cannot help thinking that from the top of the old brown cupola it looks across the length of the city and sees the pinnacles of this new temple which is to take its place. I cannot help thinking that even through its closed and dusty windows it is hearing something of the triumphant shouts with which its successor's walls are ringing. I cannot help wondering what it thinks about it all.

But when I know, letting that old school-house stand before me for a moment in personal shape, — when I know what a dear and earnest old creature it was, — when I know how carefully it looked after those who came into its culture and embrace, — when I know how many of us will always look back to it, through the whole course of our lives, as the place where were gathered some of the deepest inspirations that ever came to us, I cannot but think that the old school is noble enough and generous enough to look with joy and satisfaction upon this new building that has risen to take its place. And, as the old year kindly and ungrudgingly sinks back into the generations of the past, and allows the new year to come in with

its new activities, and as the father steps aside and sees the son who bears his nature, and whom he has taught the best he knows, come forth into life and fill his place, so I am willing to believe that the old school rejoices in this, its great successor, and that it is thinking (if it has thoughts) of its own useful career, and congratulating itself upon the earnest and faithful way in which it has pursued, not only the special *methods* of knowledge which have belonged to its time, but the *purposes* of knowledge, which belong to all time, and must pass from school-house to school-house, and from age to age, unchanged.

The perpetuity of knowledge is in the perpetuity of the purposes of knowledge. The thing which links this school-house with all the school-houses of the generations of the past,—the thing that links together the great schools of the middle ages, and the schools of old Greece, and the schools of the Hebrews, where the youth of that time were found sitting at the feet of their wise rabbis,—is the perpetual identity of the moral purposes of knowledge. The methods of knowledge are constantly changing. The school-books that were studied ten, twenty, thirty years ago have passed out of date; the scholars of to-day do not even know their names; but the purpose for which our school-books are studied, the things we are trying to get out of them, the things which, if they are properly taught and studied, the scholars of to-day do get out of them, are the same: and so across the years we clasp hands with our own school-boy days.

And there is to be the perpetuity of knowledge in the future. One wonders, as he looks around this new school-house, what is to be taught here in the years to come. He is sure that the books will change, that the sciences will change, that new studies will be developed, that new methods of interpretation will be discovered, that new kingdoms of the infinite knowledge are to be opened to the discerning

eye of man, in the years that are to come. He knows it is impossible for any man to say what will be taught in these halls a hundred years hence; but yet, with that unknown development he is in deep sympathy, because he knows that the boys of a hundred years hence, like the boys of to-day, will be taught here to be faithful to the deep purposes of knowledge, will be trained to conscientious study, to the love of knowledge, to justice and generosity, to respect for themselves, and obedience to authority, and honor for man, and reverence for God. That is the link between the school-house that stood behind the King's Chapel and this; and that is the only thing that in the years to come will make these schools truly the same schools that they are to-day.

When the Duke of Wellington came back to Eton, after his glorious career, as he was walking through the old quadrangle, he looked around and said, "Here is where I learned the lessons that made it possible for me to conquer at Waterloo." It was not what he had read there in books, not what he had learned there by writing Greek verses, or by scanning the lines of Virgil or Horace, that helped him win his great battle; but there he had learned to be faithful to present duty, to be strong, to be diligent, to be patient, and that was why he was able to say, that it was what he had learned at Eton that had made it possible for him to conquer at Waterloo.

And the same thing made it possible for the Latin and High School boys to help win the victory which came at Gettysburg, and under the very walls of Richmond. It was the lessons which they had learned here. It was not simply the lessons which they had learned out of books; it was the grand imprint of character that had been given to them here. The Mohammedan says, "The ink of the learned is as precious as the blood of the martyrs." Our English High School and our Latin School have had "the ink of the learned" and "the blood of the martyrs" too. They have

sent forth young men who have added to the world's wisdom and to its vast dissemination; they have sent forth young men who have laid down their lives that the country might be perpetual, and that slavery might die.

I have always remembered, — it seemed but a passing impression at the moment, but it has never left me, — how one day, when I was going home from the old Adams School, in Mason street, I saw a little group of people gathered down in Bedford street; and, with a boy's curiosity, I went into the crowd, and peeped around among the big men who were in my way to see what they were doing. I found that they were laying the corner-stone of a new school-house. I always felt, after that, when I was a scholar and a teacher there, and ever since, that I had a little more right in that school-house, because I had happened, by that accident of passing home that way that day from school, to see its corner-stone laid. I wish that every boy in the Latin School and High School, and every boy in Boston, who is old enough to be here, who is ever going to be in these schools, could be here to-day. I hope they will hear, in some way or other, through the echoes that will reach them from this audience, with what solemn and devout feeling we have here consecrated this building to the purposes which the old building so nobly served, and in the serving of which it became so dear to us all; to the preservation of sound learning, the cultivation of manly character, and the faithful service of the dear country, in whatever untold exigencies there may be in the years to come, in which she will demand the service of her sons.

The CHAIRMAN. — The Latin School Association, as many of you know, is an organization of the graduates of that great school, formed for the purpose of keeping up early associations and for bringing their influence to bear for the good of the school itself. It has contributed liberally

to the excellent library of the Latin School, and to its collections of works of art, and in various other ways has been of infinite service. The committee fully appreciate the influence of this association, and desire most cordially to coöperate with it in every practicable way. I have the honor to introduce to you the President of the Latin School Association, Mr. CHARLES K. DILLAWAY.

ADDRESS OF CHARLES K. DILLAWAY, ESQ., PRESIDENT OF THE
LATIN SCHOOL ASSOCIATION.

Mr. Chairman: — One of the historians of Massachusetts said, "From small beginnings great things have been produced, and as one small candle may light a thousand, so the light here kindled hath shown to many, yea, in some sort to our whole nation."

He must have had our Latin School in his mind when he said that. Its origin was simple and unpretending; its advantages as an educational institution hardly above those of a village school of the present time; and yet what a burning and shining light it has become!

For more than two centuries it has been training men for our national councils, for the halls of justice, for the professions, and for every important occupation of life.

Merely to name those graduates who have contributed to the good of the government of our country, to its literature, to the arts and sciences, and the education of the people, would take more time than I have any right to use. Let me speak only of those who are at this time in important and responsible positions.

In the Cabinet at Washington there are two of our graduates; and President Hayes will tell you, sir, that among his wisest and most trusty counsellors are William M. Evarts and Charles Devens.

Our school has furnished many of the Governors of

Massachusetts ; — we claim His Excellency, the present Chief Magistrate, whom the verdict of the people has so emphatically declared to be the right man in the right place.

Four of our graduates have been Presidents of Harvard University ; — we claim the present distinguished head of that institution ; and every friend of old Harvard will bear witness to the vigor and success of his administration.

Boston has come to us for many of its chief Magistrates ; — we claim His Honor, the present Mayor, whose great popularity has been shown by repeated elections.

Let me take this opportunity, sir, to thank him in behalf of the Latin School Association for the encouragement and efficient aid he has given to the erection of the building we are dedicating, from its commencement to the successful end.

It was commenced during the first year of his administration, and has had the great benefit of his official influence during the whole process of its erection.

Indeed, sir, I very much fear that without that influence, so faithfully used, we should not be dedicating this building to-day. It is more than probable that our boys would still be occupying the gloomy, sunless, comfortless rooms in Bedford street.

We cannot speak too highly in praise of the new building now given to us. Our teachers, who have had abundant opportunities to test its qualities, are unanimous in their opinion that it answers most satisfactorily all the purposes for which it was erected.

In the important matter of ventilation, wherein our city architects in times past have been more distinguished for their failures than for their successes, this building is believed to be one of the best in the city.

Of course we hear outside criticisms, coming generally from those who have seen only the outside of the building.

Some of these complain that it has cost too much. Is

there any novelty in that, sir? When did we ever erect a public building in our good city of Boston which did not cost more than we expected?

Now, Mr. Chairman, as we have just such a building as we wanted, an ornament to our city and substantial enough to last for centuries, it is of very little consequence if the cost has been beyond our estimates.

Some say it is too large; we shall never fill it. Did we ever erect a school-house without hearing the same cry? And did we ever fail to fill any one we erected?

When the Sherwin School-house was built, some of the wise men of that day prophesied that no member of the School Board would live to see it filled.

In less than three years it was full to overflowing; every seat was occupied, and the boys, like *Oliver Twist*, were asking for more.

The building the city has now given us, we believe to be none too large. In due time we shall fill it. All precedents show that our Boston boys, among their other good qualities, have that of multiplying with marvellous rapidity.

But I must take no more time, sir, as there are many gentlemen around me whom we are all wishing to hear.

THE CHAIRMAN.—I have a letter from the Secretary of State, the Hon. WILLIAM M. EVARTS, regretting his inability to be present on this occasion. I have also one from the Attorney General of the United States, which I will read:—

DEPARTMENT OF JUSTICE,
WASHINGTON, Jan. 24, 1881.

MY DEAR SIR,—I am very much obliged for the invitation to attend the dedication of the new building for the use of the Public Latin and English High Schools.

These two schools have been of the highest advantage to the City of Boston in the development of the men who date back to them their early education; and I should be very glad, at a dedication which brings

these two sisters of learning under the roof of a common home, to be present.

My official engagements at the close of the Presidential term will be too onerous for me to leave them. I can only send to the graduates who will assemble upon the occasion my most hearty and sincere good wishes, and my hope that the schools will continue to confer benefits in the future such as they have dispensed in the past.

Your obedient servant,

CHAS. DEVENS.

HON. CHARLES L. FLINT,

Chairman, etc., Boston.

The English High School Association is an organization somewhat similar to that of the Latin School. It has been of immense advantage and benefit, having contributed liberally to the valuable library of that school, to its works of art, and to the preservation of its traditions. The committee fully recognize its beneficent influence, and desire to co-operate with it to promote the interests of the school. I have the pleasure, ladies and gentlemen, of introducing to you the President of that Association, the Rev. ROBERT C. WATERSTON.

ADDRESS OF REV. ROBERT C. WATERSTON.

Mr. Chairman:—What a deplorable destiny is this, to be called upon to speak when an audience has listened between three and four hours to as able eloquence as men could bear; carried away as we have been, by one wave of eloquence after another, which has swept us, as it were, from our moorings. Under such influences it is hard to tax the patience of an audience with any remarks whatsoever. I feel as if I could hear three thousand voices crying aloud, "Enough, enough!" Dr. Holmes used to say, when he saw persons leaving a lecture about midway, that, for the moment, he was somewhat disappointed, until, on reflection, he made up his mind that those men had got as much as they could carry away; then he was reconciled. Thus, after all the wisdom to which we have

listened, — from the head of the city, the Chief Magistrate of the Commonwealth, and the most gifted men of the community, — it would seem that each one present might go home richly laden with thought, and toil through the remainder of life, on the instruction which has here been received.

Sir, I confess that, knowing this occasion to be one of unusual importance, I did feel a weight of responsibility, and I sought thoroughly to consider the views which should be presented, — but I am convinced that it is the part of wisdom not to attempt, under existing circumstances, to express what I had pondered. I feel bound to put in practice to-day that self-discipline which we have been counselled to exercise, and to omit topics upon which I had proposed to speak, or, perhaps better still, to be silent.

But, sir, I am here as a representative of the past graduates of the English High School, and, as President of the High School Association, representing that large body, who, for more than half a century, have gone forth from the halls of the High School, educated under its teachers, and governed by the principles they have inculcated, I feel, sir, that I must at least offer to you, as chairman of the committee, and to the School Board, of which you are a member, to gentlemen of the City Government, and the friends of education here represented, the congratulations we feel at the completion of this grand school edifice, which by its attractiveness and accommodation cannot fail to advance the important cause in which we are interested.

When I first entered this building my mind was somewhat carried away by its vast proportions; but I have been in the presence of such noble minds, I have been so uplifted by thoughts presented, that I have forgotten the material structure, in the still greater magnitude of spiritual and intellectual power; and thus also, when thought again returns to the contemplation of this edifice, its spacious halls, its extensive

corridors, and its commodious departments, I yet feel that all this is as nothing to the mind, the intelligence that will be here educated for the after duties and responsibilities of life.

Some minds may be impressed with a conviction that the friends of education in our community are carrying matters too far; that they are in advance of the rest of the world, while in sober truth they are only doing that which is in harmony with the spirit of the age, and indissolubly connected with the progress of civilization. Some minds may imagine that our city and Commonwealth is at the very head of the great movement of popular education. This, to a degree, may be true. Still it must be admitted that the human race over the whole globe, in proportion as it is civilized, partakes of the same spirit. This in our day is the irresistible impulse of humanity, — an impulse which shows itself everywhere in proportion to mental progress. As intelligence extends fresh life is kindled, and the desire for additional knowledge increases, and with this comes the demand for greater facilities, and the standard of popular education is raised. If we go to Denmark, Norway, Sweden, we shall find that a craving for popular education stirs the universal mind, and the right to have this longing gratified is everywhere conceded. If we visit Italy, Switzerland, France, Holland, Belgium, we find the same movement. In all these countries arrangements are made upon the most liberal scale, while the structures raised, for the advancement of education, are alike attractive and noble. Scotland has long been proverbial for the intelligence of her people, directed and fostered through her schools. And England, while she is far behind other countries in her provisions for popular education, has still been second to no country in ripe scholarship, and her effort in behalf of the privileged few, for the advancement of learning. Her universities enjoy a world-wide renown, and her endowed schools, Eton, Winchester, Harrow, and Rugby, are familiarly known over the civilized world.

But a system of education *for the whole people* England has not, though no country has individual educators more earnest, or inspired with loftier aims. Thus, her School Commissioner, when he returns to his own country, having made a thorough examination, does not hesitate to give his most hearty approval, and, after his entire visit through the United States, he points to the English High School of Boston as the model school of our whole Republic. In his official report, in speaking of this school, he cordially exclaims, which the Mayor did not allude to in his remarks, "I wish we had a hundred such in England."

What is done in England, generally, is for a class, rather than for society; for a select few, rather than for the enlightenment and elevation of the whole nation. Yet, when we think of that country, it is her splendid seats of learning to which we instinctively turn. Rather even than to her castles and abbeys, our minds enthusiastically revert to Eton, and Winchester, and Rugby. Well do I remember the glow of interest with which I visited those places, recalling the long list of scholars who had gone forth from those scholastic retreats, many of them to become the benefactors of their country. And from such associations the people of that land feel a pride in these institutions greater than they do in a thousand proofs of material wealth and worldly aggrandizement.

Nay, every intelligent mind turns with reverence and delight to men who have become eminent as educators. Not to warriors, not to politicians, do we so fondly turn as to those who have successfully become the guides and benefactors of the young. When we think of Sir Henry Wotton, it is not so much that he was the friend and correspondent of Milton; not that he was ambassador from England to Venice, but that he was Provost of Eton. When we think of Milton, it is not only that he was the author of "Paradise Lost," but that, when his country was in trouble, he left the

fascinations of the Continent and returned to London, that he might open a school. When we think of that Christian gentleman Thomas Arnold, we do not think of him simply as the accomplished scholar and writer upon Roman History, but as "Dr. Arnold of Rugby." And thus it is that the true teacher is looked up to in England, and in every enlightened country, with unfeigned homage.

But we need not confine ourselves to Europe to become convinced that an interest in education has taken a strong hold upon the public mind. In our own country it is not only Massachusetts and New England that look with honest pride upon whatever extends useful information, expands the intellect and exalts the character;—the light, here kindled, has diffused itself over the land. Through all the States this is distinctly manifest. No better schools are to be found than exist widely through the Middle and Western States. Go to Ohio, Illinois, Wisconsin, Michigan, Minnesota, nay, on to the Pacific shore, and the interest in this subject is profound and universal. I do not hesitate to say that the noblest structures that exist in those communities are devoted to education. In Chicago, Cincinnati, St. Louis, San Francisco, are school structures second to none. The people are keenly alive upon this subject. They are resolved that the children of the whole people shall have every advantage. Fidelity to this purpose they consider the truest patriotism. I have seen, through all the Western States, such magnificent edifices that I have felt we were behind, rather than in advance. At the head waters of the Mississippi, almost as high as the falls of St. Anthony,—at the city of St. Paul,—there was a granite school-house, which, for architectural beauty and adaptability to its purposes, was equal to any that exists in the city of Boston.

I say, therefore, that we are only keeping abreast of the spirit of the times. That our hearts are only beating in harmony with that great impulse of humanity which exists

everywhere when we strive to bring our school system as near to perfection as possible. The ablest teachers shall be selected, and the buildings in which they teach shall possess every facility; that the people, having capabilities worthy of culture, may be properly and thoroughly educated; that they shall enjoy the fullest opportunities of the best education, and so be lifted, higher and higher, in the scale of humanity.

But it is not simply intellectual culture that is to be here recognized—it is character, it is principle. This all-important fact has been reiterated by nearly every speaker to whom we have listened this day. Most impressive and admirable remarks have enforced this fact. Those who are to come here through future years are not simply to be initiated into the marvels of science, mathematics, astronomy, or any of the external branches of education. But while the intellect is to be developed and disciplined; while all the mental faculties are to be quickened and guided; still, with this, there are vastly higher requisitions. The nobler elements of our nature are to be strengthened, humanity and benevolence inculcated, a sense of justice and right established, evil passions controlled, and a sacred regard for truth enforced both by word and deed. Such an education as this will prepare the mind for the highest ends of existence. It will not only make good scholars, but good citizens. It will send out into the world honest and trustworthy mechanics, merchants, statesmen, — thoroughly equipped, mentally and morally, — representing in their lives the highest type of a true manhood.

Sir, these school-houses that we build, though some of them may be costly, are the most fitting monuments to our fathers. When we recall the First Church, with its mud walls and thatched roof; when we remember the earliest school-building, humble as it was, we may be tempted to feel that we are far in advance, and so, in some respects, we doubtless are (externally at least), yet even here we are only

beyond them in proportion to our wealth. The days of privation have given place to days of prosperity. Marked, indeed, is the change. Look at our warehouses, our palatial mansions, our magnificent structures for the promotion of Art and Religion. Turn now to the school buildings. I think it will be admitted that we are only doing, with regard to our schools, what is manifest in all other departments. If Governor Winthrop and John Cotton could come into this very building, and look around upon all that is so attractive and beautiful, with gratitude to heaven for what they beheld, they would say to each other, "We did not labor in vain. Here is the product of our trial and toil, one sheaf from the golden harvest. The acorn we dropped into the soil has become a lofty oak; the declaration of the Psalmist is verified, — 'There shall be a handful of corn in the earth upon the top of the mountain, and the fruit thereof shall shake like Lebanon!'"

In what we are doing, through our schools and school efforts, we are true to the period of time in which Providence has placed us. Every century has its own work. We shall be judged, in coming time, by what we have done or left undone. We owe it to ourselves not only to erect fitting monuments to those who have gone, but to show that we were worthy of such an ancestry. Not only to hold fast by the good they accomplished, but to carry it forward. These school edifices, and our educational efforts, will testify of us when we have gone.

And not only are we thus true to the past and present, but we are mindful of the future. One generation goes, and another comes. These school edifices we now erect, in proportion as they are worthy, will be the joy and the pride of our children and our children's children. By these efforts, though they may cost us some self-denial and sacrifice, a generation of men will be raised up, fitted to take the places of the present generation, when we have passed away.

But, sir, I feel that I am running on beyond my intended limit, and I will, therefore, pass over thoughts that throng upon my mind, almost lifting me irresistibly from my feet, crying aloud for utterance. I will only call attention to one fact, that appears to me worthy of attention. Judge Chamberlain, the able head of the City Library, states authoritatively over his name, that during the last year one million two hundred thousand books were taken from the Public Library, and that out of that one million two hundred thousand books, at least three-quarters were taken by the pupils of our schools.. This is certainly a marvellous fact; nine hundred thousand volumes have been taken out of the Public Library during the past year by the pupils of the schools of Boston. This shows two or three things. It demonstrates that we are not pressing these children to such a degree that they have not some leisure and some interest left for more extended intellectual pursuits. We can hardly be said to overburden and crush the minds of these pupils by overtaxing them, if they can find time and zeal, when out of school, to read such a number of volumes. In the second place, we may ask whether there is not in this fact evidence of an intellectual energy which has been awakened? A curiosity excited? A desire kindled? But without dwelling upon that, I will only ask this question: Ought we not to inquire into the *quality* of this reading? Is it beneficial? Is it judicious? Is it good? Ought not the School Supervisors and the Teachers of the city of Boston to take interest enough in that question to satisfy their own minds in regard to the character and tendency of the vast number of books which are thus read? A spirit of inquiry has been awakened among the young, an unusual earnestness exists, and much may be done by those interested in education either to check a wrong course of reading, or to guide and govern, with a wise judgment, what may lead to the best possible results.

Mr. Chairman, I congratulate you : I wish you God-speed. As Chairman of the High Schools you are supervisor of this great institution. Sir, you have a wonderful work before you. No one can estimate the results. Go on with the same unfaltering zeal which has characterized you for years. You, sir, as the Secretary of the State Board of Agriculture, have made the farmers of New England feel your influence ; but you are now in a yet higher position ; there are better seeds to sow than those scattered among the furrows of the field. There is something more important, more enduring, and you have both the wisdom and the spirit to carry it forward.

The CHAIRMAN. — A special request has been made that the day be recognized by asking the choir to sing Mr. Eichberg's beautiful hymn "To thee, O country !"

Mr. Eichberg's popular hymn was then sung by the choir in an admirable manner, and heartily applauded.

The CHAIRMAN. — *Ladies and Gentlemen*: You will find that we have reserved the best wine until the last. Those of you who came in on the Montgomery-street side will have noticed a fine piece of statuary representing a "Flight from Pompeii." It was presented to the English High School by a distinguished and honored graduate, whom I now have the honor to introduce to you, — Mr. HENRY P. KIDDER.

ADDRESS OF MR. HENRY P. KIDDER.

Mr. Chairman: — You have introduced me very kindly, but I wish you could have said simply : "Mr. Kidder, a business man, but never so busy as to lose his interest in what is for the welfare of the youth of the community." It is that interest which makes me feel at home here to-day, to join with you in dedicating this structure to its purposes. The citi-

zens of Boston have expected, from its first beginning, that all her men and women shall do their best for the public good. It is in furtherance of this idea that we are here to-day to dedicate and consecrate this building. It is for that our friends who have served so long have come here to give us words of encouragement. It is for that I have come here to say a few words of encouragement and congratulation.

I cannot help comparing this building with the one in which I attended school, at the corner of Hancock and Derne streets; and let me take this opportunity to pay a word of tribute to Mr. Sherwin, who proved to be from that time my friend as long as he lived.

He was always to me an inspiration and an encouragement.

I confess very frankly that while I was a scholar I felt, as so many boys are apt to do, that he was not so much my friend as afterward; but I wish I could say to every boy and to every girl throughout this broad earth, that there is no friend they have, beyond their own parents and family, who cares more, who desires more, who works more, for their good than their teachers. There is not a boy or girl whose footsteps are not watched by dear friends, hoping, praying, that they may be led into paths of purity; and if all the boys and the girls would realize as they go forth every day that they are working here for God, and that *he* has placed around them their friends to help and assist them, and that by day and by night their prayers go up to *him* for strength to help and encourage them, I am sure we should have better boys and better girls, and better men and women. There is no graduating class of our higher schools or colleges whose members are not known and sought for, if they give promise of real ability; so that the best material is pretty sure of employment. To be honest, industrious, intelligent, and with power for development, will be pretty sure to open

the way to positions of responsibility and respect. Preparation must be made at school, and it is rare the opportunity returns if then wasted. The mind must be trained and cultivated to do the best service ; hence our schools and colleges. The men of business are looking always for new and larger fields for the development of their business ; but let me tell you that no shrewd man, as he sends out the picket-guard to find those new fields, fails to send with them those who shall select the proper places for the erection of the school-house and the church. The rule is, that the school-house and the church shall be built wherever there is a new settlement.

Wherever there is an exception, there never grows a large and flourishing city. Thinking people avoid such a place ; they keep away from it. Wherever in the landscape there is no church-spire pointing upwards, wherever in any community you see a school-house only infrequently, that is a place to be avoided.

This day, friends, we celebrate in thankfulness.

It seems proper and appropriate that such a day should have been chosen for the dedication of this school-house. We dedicate it with hope and with promise. I think that every one who has come here has pledged himself and herself that it shall be, not for the present alone, but that we dedicate ourselves anew to the public weal ; and all the boys and girls here, who are soon to take up the mantle their elders are shortly to throw down, are enjoined, not only by us, but every memory of the past calls them to honest effort in preparation for the duty before them.

Let us all see to it, my friends, that they who come after us, as they point back to us and our work, shall be able to say : " They were faithful. God give us the strength and resolution to do our share loyally and unselfishly."

The CHAIRMAN. — I cannot close these exercises without introducing our new and accomplished Superintendent of Schools, Prof. EDWIN P. SEAVER.

ADDRESS OF PROF. EDWIN P. SEAVER.

Mr. Chairman: — I had supposed that the boys had all gone home to dinner; but I find many of them are still here. I am very glad that you have shown your interest in this occasion by remaining so long. I will give you a piece of good news: I do not propose to make you a speech at this late hour. For although in the quiet hours of last night, after our chairman told me that I should perhaps be called upon, — I suppose because I happen to hold an official position, — I ran over my knowledge of the history of these schools, and turned my thoughts over and over to bring them into some rational order. I think that I had better omit all that I might like to have said and not inflict anything like a formal speech upon you on this occasion. I will, therefore, simply express my hope that the words of wisdom you have heard to-day may work deep into your hearts; that the eloquence you have listened to may be remembered as long as you live; that the inspiration you have received may be ever present with you; and that, when you look back in memory to this day of days in your school life, you may say, one and all, "It was good for us that we were here."

The CHAIRMAN. — *Ladies and Gentlemen:* I had been depending upon our friend, the Rev. Edward Everett Hale, to say a word as the champion of military drill; but he was obliged to be in New York to-day, and so was President Eliot, of Harvard College. We are fortunate, however, in having with us the distinguished Chairman of the Committee on Education of the Legislature, and I am sure he can add a word upon that subject which will touch a very tender chord in the hearts of our boys. I have the honor to introduce to you Col. T. W. HIGGINSON.

ADDRESS OF COL. THOMAS WENTWORTH HIGGINSON.

Mr. Chairman: — I was so fortunate once in my life as to make a short speech. I never did it but once; but the consequence of that is, that I always find myself kept to the end of every entertainment in hopes that I shall make another. I will try it once more.

There is no man in whose place I should less want to stand, and more especially here, than the Rev. Edward Everett Hale, for he has this peculiarity about him, that he always was and always will be a Boston boy of the Boston boys. He is still young, and if he lives to be ninety, — which Heaven grant! — he will be younger then than he is to-day, which is saying a great deal.

In regard to the point which he was to speak of, I cannot so properly speak of that here as he could, because I do not belong to that privileged class. There are two classes in the world, you know: those that were born in Boston and are patrician, and do not need to be born again, and those that were born somewhere else. I was not born in Boston, and I wish here humbly to apologize for that early mistake. I was not born in Boston, I never shall have been born in Boston, until they annex Cambridge to Boston, and then I shall only have been born there retrospectively. Therefore, my only claim to be here, and the only ground on which anybody can listen to me to-day is, that it did happen to me, not long ago, beneath a certain gilded dome in Boston, to stand by certain Boston boys when they wanted a friend. That is all there is about it. I will tell them and you, that, after all, I do not know that anybody else could have saved them on that occasion if it had not been for the promptness and efficiency with which they stood by themselves. When that petition, signed by three hundred and fifty boys of the English High School, was brought into the lobby of the State House by a young gentleman with

one of the very straightest backbones that even military drill ever gave, and when a corresponding petition came up from the Latin School, borne by a young gentleman similarly adorned, why, it carried the day. There was no resisting it. Everything yielded before it. Let me tell you, young men, that nobody in legislative halls, or beneath the gilded dome, not even the Governor himself, can resist the voters of the future. They are a very important constituency for anybody who expects to be the President of the United States, — and up there we all do, every one of us, — although there is nobody, except His Excellency the Governor, who, if the whole truth were told, has much chance of it. Therefore, I say, I think well of the drill of the Boston High School battalion, and of the effect of military discipline, from the circumstance that they made their advance upon the State-House in such military style, and captured it so completely. The thing was essentially done from the moment they came there. The stoutest opponents of the bill concluded that there was nothing in military drill that was so objectionable, after all, and decided that all they were afraid of was that there might be some extra teachers employed to teach dancing at the public expense.

Thus twice in history has the prowess of Boston boys been vindicated. A hundred years ago they went to General Gage and asked for leave to coast upon the Common. This year they went to the ruling powers and asked that this drill-hall might not be converted into a hall without any drill; and history will one day record that they succeeded in both their undertakings.

The CHAIRMAN. — Many of the graduates of the English High are also graduates of the Latin School. They may have a divided affection, but each school can fairly claim them as its children, and will always cherish a just pride in their honorable achievements as if they were the out-

growth of its own inspiration. We have with us a conspicuous example in Mr. Thomas Gaffield, who can define his position.

ADDRESS OF THOMAS GAFFIELD.

Mr. Chairman:— It is my good fortune to call myself an old pupil of both of the schools whose second happy union under the same roof we celebrate to-day ; and I cherish pleasant memories of Masters Dillaway, Streeter, and Gardner of the Latin School, and of Masters Miles and Sherwin of the English High.

When you asked me to say a word on this occasion, which brings home to me so vividly the recollections of my school-boy days, I resolved that my word should be of that ideal teacher, Master Sherwin, under whose instructions I sat more than forty years ago, in the humble school-house in Pinckney street.

Master Miles, the honored and beloved successor of Mr. Emerson, the first head-master of the school, so well remembered by our oldest graduates, had been for years its principal when I entered, in 1837 ; but was soon afterwards obliged to resign on account of ill health, when Mr. Sherwin was chosen to the post, which he occupied until his death, in 1869.

During his long service of forty-two years, as sub-master and principal, some 4,000 pupils entered the school, and came under the influence of his useful teachings and his noble spirit and life.

As one thus favored, I would add an humble leaf to the chaplet which other pupils and friends have woven to his sacred memory. Mr. Sherwin was not only a learned teacher, but an earnest patriot and a devoted Christian. The loving father of three noble sons, — whom we are glad to welcome

among us to-day, — he devoted them all to the service of their country, and that service they well performed.

Like a father, he loved his pupils, delighting to call them "his boys" in their youth and their manhood. And his boys felt a respect for him, which soon ripened into reverence and love. If there was any soul or character in a boy, he was sure to bring it out.

He strove earnestly not only to fill the minds of his pupils with the love of knowledge, but to warm their hearts with the love of truth and duty. Believing in the dignity of human nature, while he did what he could to make them useful and brilliant scholars, he did more to make them noble Christian men.

And to-day, in almost every land, and in all the walks of life, the boys of this good old school, who were inspired by Mr. Sherwin's teachings and example, have become centres of influence and shining marks in the community, occupying posts of distinction in public and private life, and reflecting honor, not only on themselves and their Alma Mater, but upon our city, our Commonwealth, and our country.

Our school has always been blessed with excellent teachers, and what I have said of Mr. Sherwin, older graduates might say of the good Master Emerson, still among us, and of his successor, the beloved and departed Master Miles; and the younger graduates might speak the word of affectionate remembrance of Masters Cumston and Seaver, and those long-tried and faithful assistant masters, Mr. Anderson, Mr. Babson, and the rest.

With this new and beautiful building, I doubt not that your new and excellent head-master, and all who are associated with him, will make a record which shall shine with brightness beside those which have gone before.

The spirit which has made our school what it has been and what it is has always been the spirit of its noble head-masters and teachers. Their painted features adorn our walls.

But, better than this, if it be permitted departed spirits to revisit the earth, we may be sure that the good and pure spirits of the sainted and beloved Masters Miles and Sherwin rejoice with us in our new home to-day, and, like guardian angels, will ever inspire our teachers and pupils to work faithfully at their posts to make the *new* English High School as great a blessing to generations to come as the good old school has been to generations past.

The CHAIRMAN. — The programme includes several other speakers ; but, on account of the lateness of the hour, we must give them leave to report in print, and I will suggest that the audience rise while the choir sing the One Hundredth Psalm, and the exercises will close.

At the conclusion of the psalm, the benediction was pronounced by the Rev. GEORGE A. THAYER : —

As God was with our fathers may he be with us and our children ! May he bless our work and crown our days ! Amen.

The Exercises of the Dedication were conducted in accordance with the following

PROGRAMME.

1. MUSIC. — The Heavens are Telling. *Beethoven*.
Sung by a select chorus of pupils from the Girls' High, the Girls' Latin, and the English High and the Boys' Latin Schools.
2. INVOCATION by Rev. WILLIAM BURNET WRIGHT.
3. Delivery of Keys by the City Government to the President of the School Board.
Transfer of the charge of the Building to the Committee on High Schools.
4. MUSIC. — Selections by the Beethoven Quintet Club. Theme and Variations from Quartette op. 76, No. 3. *Haydn*.

5. Delivery of the Keys to the Head-Masters of the Latin and English High Schools.

6. MUSIC. — Chorus. Hymn to Liberty. *Methfessel.*

ADDRESSES.

MUSIC. — Female Chorus from William Tell. *Rossini.*

ADDRESSES.

MUSIC. — Selections by the Beethoven Club. Mid-Summer Night's Dream. *Mendelssohn.*

ADDRESSES.

MUSIC. — Chorus. The Chapel. *C. Kreutzer.*

ADDRESSES.

MUSIC. — The One Hundredth Psalm.

BENEDICTION.

Director of Music. — JULIUS EICHBERG.

Beethoven Quintet Club. — CHARLES N. ALLEN, GUSTAV DANNREUTHER, Violins; HENRY HEINDL, Viola; WULF FRIES, Violoncello; A. STEIN, Contra Basso.

Gen. THOMAS SHERWIN in charge of the Hall, assisted by the Officers of the Latin and English High School Battalions.

NOTE.

The following historical note, in reference to the origin of the Public Latin School, has been kindly furnished by Rev. R. C. Waterston, D.D.

The first Record known to exist dates back to 1635. It is a simple statement that on the "13th of y^e 2nd month it was gen^{lly} agreed vpon y^t o^r brother Philemon Pormont shall be entreated to become schoolmaster for y^e teaching and nourtering of children wth vs." This was the earliest step of which we have any information. By it the Latin School was established, situated in School street, thus giving its name to the street, on the south-easterly portion of ground now covered by King's Chapel, or Stone Chapel as it is often called.

It is natural for us to ask if there is reason to believe that this establishing of a free school was considered, by those living at that day, as any thing remarkable. Did the leading men make note of it? The Journal of Gov. Winthrop covers that period, but it contains not the slightest allusion to it. He often speaks of minute circum-

stances of little weight in themselves save as they affected directly or indirectly the welfare of the colony. Yet not at any time previous to this year, or during this year, or through several years following, does he make any reference to the planting of the first school, or dwell particularly upon a free-school education.

In the early days of the colony children were doubtless instructed at their homes. Indeed, no arrangement for the public instruction of children under the age of seven was made until 1818, and no arrangement for the education of girls in the public schools until 1789, and then only by an incidental circumstance. More than one hundred and fifty years elapsed from the opening of the first public school before one girl was admitted; and not until 1828—one hundred and ninety-three years after the establishment of the first school—were girls admitted with full equality to the entire privileges of a thorough public-school education.

But in regard to the schools called free, — at the beginning they were partly supported by voluntary contribution. Upon the last leaf of the oldest volume of our town records there is this memorandum: “towards the maintenance of the free schoolmaster.” Under date of “Aug., 1636,” follows the subscription of —

“Governour Mr. Henry Vane Esq. 10 pounds.

Mr. Richard Bellingham, 10 pounds.

Deputy Governour Mr. John Winthrop, 10 pounds.”

In 1645 there is a note in Gov. Winthrop's Journal in which he speaks of free schools, and of “a yearly contribution.”

In 1679 the following recommendation was passed: “that those who send their children to school and are able to pay something shall contribute for the encouragement of the master.” So also it is stated that “Indian children shall be taught gratis,” which implies that all other children are not so taught.

In 1647 there was a revisal of the code of laws, and then the grand recognition was distinctly made, “that, to the end that learning might not be buried in the grave of the fathers, therefore the General Court provides by law that every township in the jurisdiction, after the Lord hath increased them to the number of fifty householders, shall maintain a school, and that every town with a hundred families shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the University.”

Such was the crowning act under Winthrop's last administration, to which, through her system of public schools, Massachusetts and New England have become conspicuous for intelligence, integrity, and thrift.

But now let us go back again to that earliest school record, 1635 (five years after the day when the “*Arbella*” landed Winthrop at the

mouth of Charles River, which led to the settlement of Shawmut, afterwards to be called Boston). On the fourth day of September, 1633, in the ship "Griffin," of three hundred tons, came, among others, John Cotton, who for many years had been a powerful and influential preacher in connection with St. Botolph's in Boston, Lincolnshire. He was in every respect a man of mark, and destined to exert a powerful influence upon these shores.

It was acknowledged that his coming formed a new era in the history of the colony. In the language of Dr. Increase Mather, "Both Bostons have reason to honor his memory, and New England most of all, which oweth its name and being to him more than to any other person in the world."

This, then, is a fact worthy of observation: two years after the arrival of John Cotton (or, strictly speaking, one year and five months) we find the establishment of a free school, and this school we know to be the Latin School, whose history continues to this day, and whose prosperity and efficiency were never greater than at the present time. One peculiar fact in the establishment of this first free school was, that usual methods are reversed; our fathers did not commence with a school for elementary instruction; they provided at the very beginning for the higher branches of study.

Now I think it is interesting to ask if there are any reasons why it would be natural to connect the establishment of this school with John Cotton? One strong reason for so doing would be, that he was not only distinguished, before he came to these shores, for ability and learning, but from the moment he landed here he was universally welcomed, and became the acknowledged centre of vast influence both in ecclesiastical and civil affairs. Thus it was that the famous Thursday Lecture, which through all our early colonial history held so conspicuous a place, and also the accompanying Market-day, sanctioned by order of the Court, had their origin in him; and they both alike had their antecedents in his personal experience at Boston in Lincolnshire. Was there, then, anything corresponding with the idea of such a school as this earliest school, at Boston, in Lincolnshire, where for so many years Cotton had labored?

As early as 1554, Queen Mary, in the first year of her reign, made a grant to the corporation of Boston "*for the purpose of establishing and maintaining a FREE GRAMMAR SCHOOL in the town.*"

Thus we know, as a matter of history, that there *was* a Free Grammar School in Boston, Lincolnshire.

But is there any reason to suppose that Latin was taught in such a school? It may be said in answer, This is the last thing which one might expect would be taught in a school so established. Yet in the Corporation Records (some of which I personally examined on a visit

to that ancient place) there is this curious entry, which proves to us that Latin *was taught*.

In 1578 it was agreed that a "Dictionarye shall be bought for y^e Scollers of y^e Free Scoole & the same booke to be tyed in a cheyne, & set upon a deske in y^e scoole, wherunto any scoller may have accesse as occasion shall serve;" and in 1601 the corporation purchased two dictionaries — one Greek, the other Latin — for the school, "the school-master to keep the same *for the use of the scholars*."

Thus we find that in Boston, Lincolnshire, there was a Free Grammar School, in which Latin and Greek were taught. And it is natural to presume that a lover of learning like Cotton, who had been appointed to the Vicarage of that town in 1612, and had been active there in all good ways and works for more than twenty years, should have been, not only acquainted, but very familiar, with such a school. Still, if there were no evidence of such knowledge on Cotton's part, it would be mere conjecture with us. Is there, then, any positive evidence that John Cotton did know of this school? Singularly enough I find this record: —

"In 1613, a committee consisting of D^r. Baron, REV. JOHN COTTON, and two others, was appointed to examine M^r. Emmith & report whether he be fit to exercise the office of USHER in this school."

Thus we have direct proof that the Rev. John Cotton was so identified in thought with that school that he was nominated to examine an *usher*, and decide upon his fitness for the place!

Leaving, then, England, as he did, in 1633, and exchanging the Old for the New World, how natural that this scholar (who had graduated from Trinity College, Cambridge, and had afterwards been elected to a fellowship in Emmanuel College), taking up his abode here in this then almost wilderness settlement, should have recalled all that was precious in his memory, as suggestive of what might — in some larger and better way — become transplanted here.

Thus the old Lecture, dear for so many years, when the Thursday came round, would recur to his mind. Why should he, then, not have a similar lecture here? The Market day, when the people gathered from the country around, buying and selling commodities, — why not have that also? As soon as suggested, the Court approved; and this also became as important a fact on this side of the Atlantic as it had been on the other. In the same way, when he saw the children growing up, he thought of the school, the free school, to which all could go; and with his own love for classical literature, and his partiality for the privileges of a collegiate education, the memory of a free grammar school, where Latin and Greek were taught, may have risen in his mind. And he may have said, Here also, where the trees of the forest are not yet felled, and the wild Indian is at our doors, here let such a

school be established, to become as good, and as much better as we can make it. And let that one be the forerunner of a thousand more that shall follow, — free for all, and where not only the simple rudiments of learning may be secured, but some reasonable introductory knowledge, at least, of the ancient languages.

There is another coincidence between John Cotton's new and old home. The records of the English Boston of 1642 show that the master of the grammar school had "a house rent free"; and in the American Boston we find that, in 1645, it was ordered that fifty pounds be allowed to the master, and "a house for him to live in."

As an indication of how small a place Boston was at that period, it is only necessary to remember that, although the inhabitants were characterized by their religious zeal, one small meeting-house answered for the whole community, and continued to do so until 1648. The simplicity of their first place of worship is suggested by the fact that it had "mud walls and a thatched roof." This primitive building, situated on what is now the south side of State street, was replaced by a more commodious wooden structure in 1640, in Washington street, nearly opposite State street, which edifice lasted seventy years, when it was destroyed by fire. During 1631 only ninety persons came over from England, and in 1632 not above two hundred and fifty new settlers arrived. Thus the one free school, dating from 1635, answered the need of the people, not only at that time, but for forty years after. In a community so limited, every suggestion, from a man of the acquirements and influence of John Cotton, must have had great weight. We can therefore hardly imagine that such a school as this could have been established without his active coöperation, and we think we have given some very conclusive evidence that this school may have owed its origin to him more, perhaps, than to any one else.

Mr. Cotton's first child, a son, born at sea, on board the "Griffin," had received on that account the name of "Seaborn." A father's thoughts would even more impulsively turn to the education of the young. Cotton died Dec. 23, 1652, from illness caused by exposure in crossing the ferry over Charles river, being on his way to preach to the students at Cambridge. After his death it was found that, on certain contingencies, he had arranged, by his will, that one-half of his whole estate should revert to Harvard College, and the other half be devoted to the support of the free school in Boston.

Thus we have most satisfactory evidence of the deep and abiding interest cherished by John Cotton in whatever pertained to the work of instruction; and sufficient reasons (have we not?) for associating his name, in an especial manner, with the establishment of the first free school, and with that educational system which has become our joy and our pride.



LATIN AND ENGLISH HIGH SCHOOL.

J. S. CORNWELL BOSTON

EXPLANATION.

BASEMENT.

S. R.	Storage Room for Supply Department.
B. R.	Boiler Room.
C. R.	Clock Room.
E. R.	Engineer's Room.
J. J.	Janitor.
P. R.	Play Room.
X. X.	Water Closets, etc.

FIRST FLOOR.

S. R.	School Room.
L. L.	Library.
P. P. R.	Principal's Private Room.
A. A.	Armories.
C. L.	Chemical Lecture Hall. Laboratory over
C. R.	Conference Rooms for Teachers.
J. J.	Janitor's Office.
X. X.	Boys' W. C's.
A. O.	Auditing Clerk's Office.
S. O.	Superintendent's Office.
V. V.	Vaults.
P. O.	Private Office.

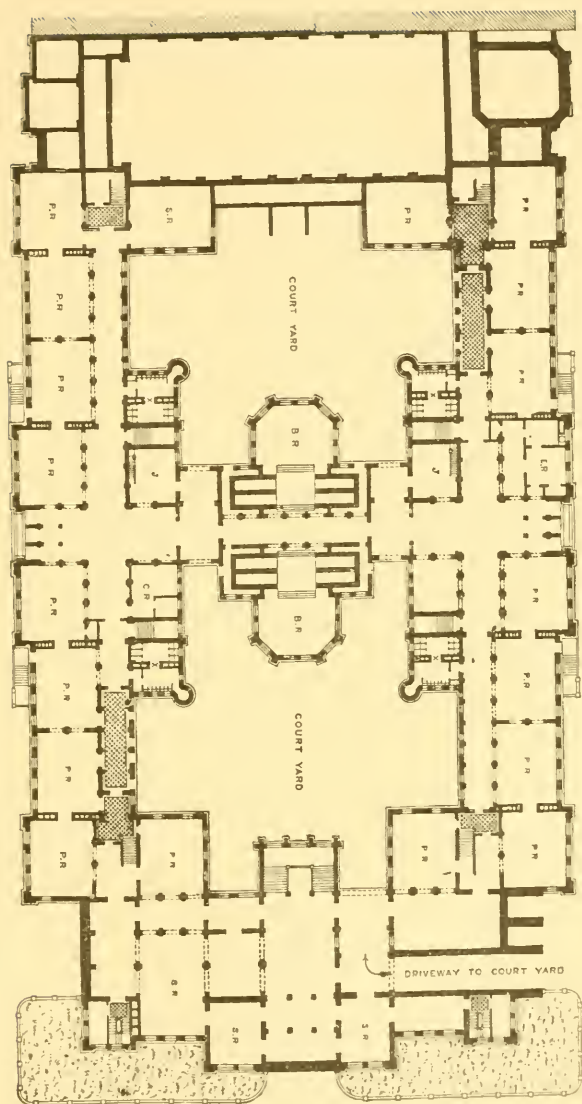
SECOND FLOOR.

P. L. R.	Physical Lecture Room.
L. R.	Lecture Room.
C. C.	Cabinets.
C. L.	Chemical Laboratory.
S. R.	School Rooms.
J. J.	Janitor's Living Rooms.
X. X.	Boy's W. C's.
C. R.	Committee Room.
P. O.	Private Office.
O. O.	Office.

THIRD FLOOR.

E. H.	Exhibition Hall.
S. R.	School Room.
D. R.	Drawing Room.
L. R.	Lecture and Model Drawing Room.
S. B.	School Board Hall.
C. R.	Committee Room.
L.	Lobby.

BASEMENT PLAN



MONTGOMERY

STREET

PASSAGE FROM
CLARENDON STREET

DRILL HALL
100 x 80

COURT YARD

COURT YARD

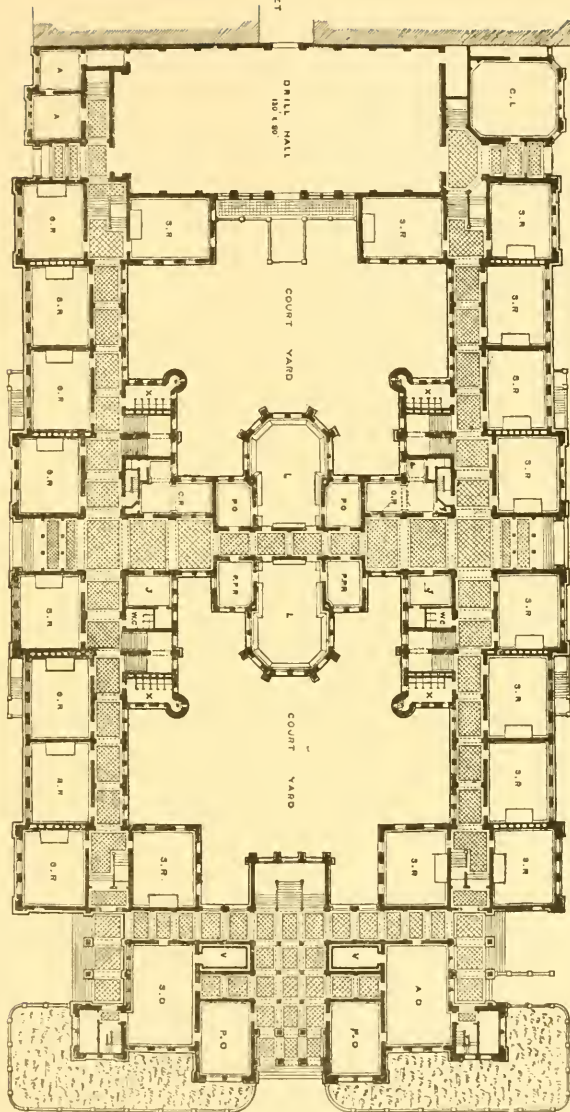
FIRST FLOOR PLAN

WARRREN

AVENUE

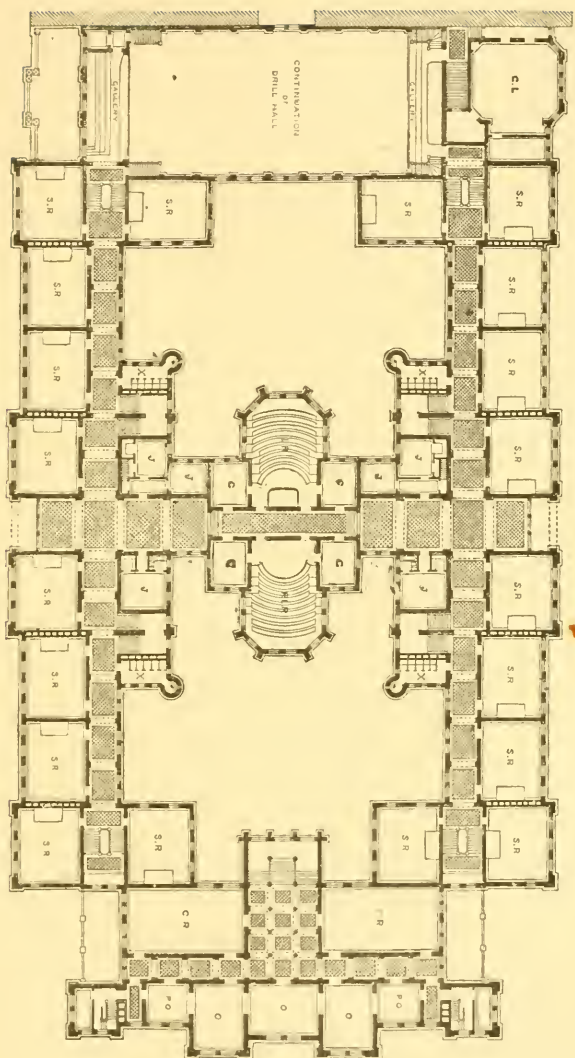
DARTMOUTH

STREET



M O N T G O M E R Y

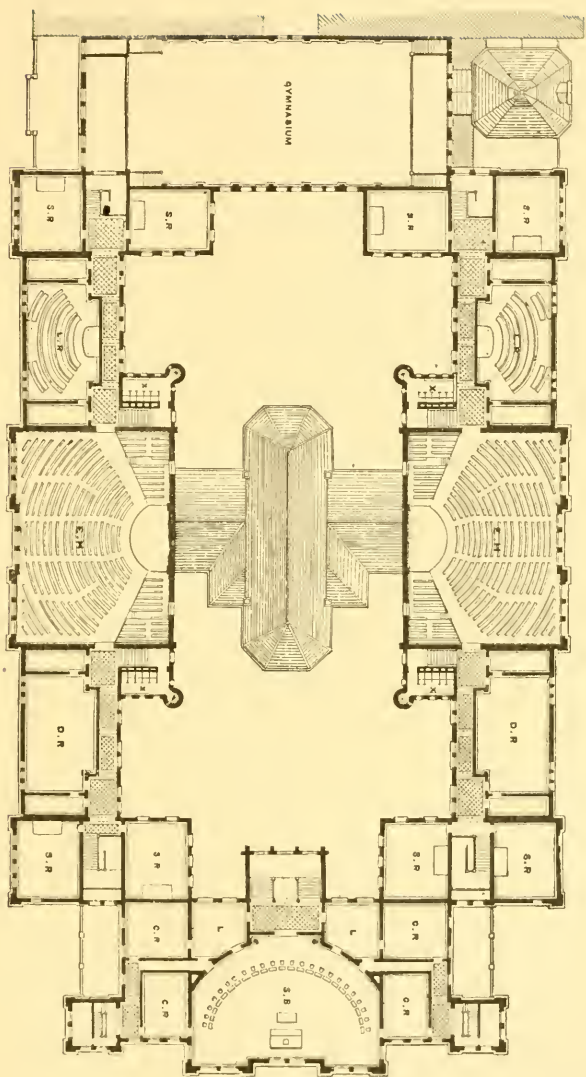
S T R E E T



W A R R E N

SECOND FLOOR PLAN

A V E N U E



THIRD FLOOR PLAN

HISTORY AND DESCRIPTION

OF THE

BUILDING.

The Latin and English High Schools first occupied the building on Bedford street in 1844. At the time of its construction it was not only ample to accommodate both schools, but a matter of wonder that the city should have thought it necessary to build so large, so magnificent, and so costly, a structure for the purposes of a public school. Many went so far as to say that "it would never be filled in the world!" Scarcely ten years had passed when it was found necessary to add another story. Even with that addition it soon became quite inadequate to the wants of these great schools. Moreover, fine as it appeared to be thirty years ago, it was not well suited to the uses of the schools. The staircases were lofty, winding, narrow, dark, and dangerous. The location on a great business thoroughfare with a constantly increasing traffic with heavy teams made it so noisy, especially at seasons when it was necessary to have the windows open, that it was a constant annoyance both to teachers and pupils. The ventilation was far from perfect, while the yard was so small and contracted that the boys were of necessity allowed to enter the public streets at recess, and even to go as far as the Common for a place of amusement.

It became necessary, some years ago, to colonize several

classes from both schools, some in the old Bowditch School-house on South street, a quarter of a mile away, and some in the old Primary School building on Harrison avenue. This arrangement was excessively inconvenient both for pupils and teachers, and, of course, quite detrimental to the discipline and the efficiency of the schools; but it seemed to be the best that could be done.

Repeated efforts were made year after year to induce the City Government to provide suitable accommodations. The committees of both schools were persistent in their appeals. But great bodies move slowly. Nor is it surprising when it is considered that it was at a time when annexation was rapidly taking place, and when the general policy of the city was undergoing frequent changes.

At length a location was substantially agreed upon, one of the most central points in the city, easily accessible from all directions, within a few rods of the actual centre of population, sufficiently removed from great and noisy thoroughfares to secure the requisite quiet, and a neighborhood free from objectionable features. When the friends of the school had reached this point with some degree of unanimity, the City Government soon took steps to purchase the land. This purchase was concluded on the morning of the 9th of November, 1872, a day memorable in the annals of Boston as the date of the great conflagration. A few hours' delay in signing the order, which had been passed by the City Council on the 7th, and the land would never have been bought for this purpose.

Among the gentlemen who were especially active in bringing about the result, by constantly presenting the wants of the schools and urging the adoption of plans which should be in the highest degree creditable to the city and best adapted to the objects in view, none were more conspicuous than John D. Philbrick, LL.D., who, from the inception of the project, was Superintendent of Public Schools. The committee having applied to him for information in regard to

the progressive steps which were taken to forward the enterprise, he has kindly furnished it in the form of the following letter, addressed to Dr. Henry Barnard, editor of the *American Journal of Education*:—

DR. PHILBRICK'S LETTER.

A Letter addressed to Dr. Henry Barnard.

SIR:— You are pleased to honor me with a request for a letter about the new edifice in Boston, for the Public Latin and English High Schools, to be published in your “International Journal of Education.”

Remarkable coincidence! Just a third of a century ago, at your request, I furnished for your great pioneer book on school-house building — with the title of “School Architecture; or Contributions to the Improvement of School-houses in the United States” — a description of the Quincy School-house in Tyler street, Boston, which had been built for the grammar school then under my charge as master, — the first building of the type which, in its essential features, has since been adopted for graded public schools throughout the country. No one can tell, I believe, to whom the credit of the plan of the Quincy School-house was directly due. Not to me certainly; but that school-house was the first in the construction and furnishing of which I had any voice. You come again now to ask me — after the close of my long career, demanding continual efforts for improving school accommodations — to furnish you with an account of the last school building with which I was officially concerned, and the one upon which I bestowed the most thought and labor during my superintendency; the building which is, without question, by far the best specimen of school architecture in the country, — the first conspicuous example of a *new type*, which is, I think, destined to be adopted no less generally than has been the case with the Quincy School type, the three essential characteristics of which it has, namely, an adequate school-room for each teacher, an assembly hall large enough to seat all the pupils of the school, and a separate desk and chair for each pupil.

It affords me special satisfaction to comply with your request for a sketch, historical and descriptive, of this remarkable building, because you are most competent, not only to judge of its merits, but also to appreciate the difficulties which have been surmounted in the achievement of the work. There is also a manifest fitness in thus addressing to you my account of this educational edifice as a sort of a recognition, on my part, of your invaluable services in this department of school economy. You are familiar with the growth and development of American school architecture, from its rudimentary stage, in which you found it on entering upon your life-work as an educator almost simultaneously with Horace Mann, up to its present degree of comparative excellence. Of this great improvement you, more than any other man, have the right to say *magna pars fui*. I remember that a distinguished German educator, on receiving the first edition of your remarkable work on the subject, more than thirty years ago, said, "Dr. Barnard has added a new name [school architecture] to the vocabulary, and a new department to the literature, of education." And now a Swiss educationist of the first rank, in a general history of education, says, "Barnard was for Connecticut and Rhode Island what Mann was for Massachusetts. Never has a man labored so much for schools. His *School Architecture* is a classic book, which has transformed the buildings and furniture for schools."

For a very important part of the materials for this letter I am indebted to several of the contractors, and to a number of city officials; but especially to the accomplished and indefatigable City Architect, Mr. George A. Clough, to whose good taste, practical skill, and rigorous fidelity, the superior excellency of the building is very largely due.

This edifice, which has come to be designated as the "New High School-house," is, in fact, composed of two complete and essentially independent school-houses, nearly identical in size, plan, and design, and fronting on two parallel streets 220 feet apart; no apartments being intended for the common use of the two schools except the hall for military drill and the gymnasium, which, together, constitute one of the connecting structures. The whole scheme has not yet been consummated; the connecting structure shown on the plan of the "first floor" as

fronting on Dartmouth street, and intended as the administration building for the School Board and its officers, exists as yet only on paper, a portion of the site being still occupied by five substantial brick houses.

THE SITE AND ITS PURCHASE.

The plan of associating two great schools in immediate proximity on one lot is, I believe, nowhere recommended or sanctioned in your comprehensive publications on school architecture. These schools were so placed, not from choice, but as the result of necessity. Separate and independent sites would have been preferred by the most intelligent members of the School Board; but, under the circumstances, it was impracticable to obtain good separate sites. It is doubtful if the associated arrangement has resulted in any saving of expense in building. One advantage, however, is derived from it, namely, convenience in the use of the drill-hall. As the gymnasium is twice as large as would be necessary for one of the schools, its cost was probably little less than two sufficient separate ones would have been. And, indeed, it was originally intended to be finished in two separate apartments, each school having its own. This may still be done.

Both institutions to be accommodated being central schools of the same grade, presumably of about the same size, and for pupils of the same sex, a site having the requisites for the one would be equally suitable for the other. This site comes near being all that could be reasonably desired for such schools. — being of good size; near the centre of population; convenient of access; not on a great thoroughfare, and yet near several; bounded by streets having, and likely to have, little traffic; open to light and air; peculiarly fortunate in its exposure to sunshine; and with surroundings and a neighborhood absolutely free from everything objectionable.

The acquisition of this site by the city deserves mention; a full account of it would constitute a curious, and not the least instructive, chapter in our municipal history. It took upwards of two years for the two sub-committees representing the Latin and English High Schools, and the School Board, to come to an agreement to ask the City Council to purchase the lot. This occurred

in May, 1872. Among the members most active and influential in bringing about this result, the most prominent were the Hon. Henry S. Washburn, chairman of the Committee on the Latin School, and the Rev. S. K. Lothrop, D.D., who was for so many years chairman of the Committee on the English High School. The latter gentleman took the lead in boldly advocating the most liberal provision in respect to space, and, in accordance with his view, it was voted to request the City Council to purchase the *whole square* bounded by Dartmouth, Montgomery, and Clarendon streets, and Warren avenue, with the exception of the corner occupied by the Clarendon-street Church, comprising 101,600 square feet. Through what a protracted and wearying series of discussions, conferences, solicitations, and manœuvrings this agreement as to the site was at last reached, I have good reason to remember. But the real struggle was yet to come,—to procure the favorable action of the City Council. It lasted six months. Failure to obtain this particular lot, which had long been held by an honorable capitalist with the expectation that it would be wanted for some public institution, would result, as it seemed to me, not only in an indefinite postponement of the much-needed provision for the accommodation of these important schools, but in the necessity, in the end, of accepting a site, or sites, far less desirable; and so I felt it to be my duty to do what I could to secure it. But the difficulty of the task far exceeded all my calculations. It would require more space than can be allowed here to analyze the contest in all its details. In both branches of the City Council there were able and persistent opponents of the measure, and they were greatly helped in their opposition by the owners of certain rights in passage-ways which must be acquired, who put exorbitant prices upon their property, and the equally unreasonable demands of the trustees of the “Washingtonian Home” for an indispensable corner of the lot, upon which they were pushing forward, during all the time, the construction of a large building for an inebriates’ asylum, to be pulled down in case of purchase, as it was. The recently annexed districts of the city, being already provided with five fully equipped High Schools, were generally indifferent or opposed to the measure, as one promising little or no direct advantage to them. Of course the irrepressible “tax-payer,” who would limit public instruction to the three

R's, did what he could through the press and otherwise to defeat the enterprise; and to cap the climax, in the very crisis of the struggle our enemies were reinforced by aid and comfort from the coëducation camp. One of the ablest chiefs of that persuasion wrote for one of the leading papers a long, elaborate, and disingenuous article, full of misstatements of facts and pedagogical heresies, urging that this purchase should not be allowed until the School Board should decide that the sexes should be mixed in all the High Schools.

Early in the contest the friends of the measure found it necessary to make a concession of the vacant corner on Clarendon street, and of the Dartmouth-street corner, occupied by the dwelling houses above referred to; thus reducing the area to 84,100 feet, and the cost from \$415,000 to \$280,000. The substantial success finally achieved required as hard fighting and as much courage as any educational conflict in which it has been my fortune to be engaged. And it is but just to say here, that the battle would have been lost, and the building would not have been built, without the unflinching persistence of two courageous and efficient coöperators, Mr. Charles J. Prescott, then chairman of the Committee on School-houses of the School Board, and Mr. Cyrus A. Page, a member of the Common Council. And then, at the end, all these efforts would have gone for nothing but for what seemed to be a providential favor. The narrow escape from failure is thus stated by the City Clerk: "The order was passed by the City Council Nov. 7, 1872, to buy the lot. The order was approved on the morning of Saturday, Nov. 9, 1872, and on that night occurred the *great fire*. It is safe to say that had not the order been passed *that day*, the land would not have been purchased at all."

THE PLAN AND DESIGN, HOW ORIGINATED AND PERFECTED.

The great fire, which came so near being disastrous to the project, turned out to be one of the causes of its ultimate success, by necessitating delay in building. Had the work gone forward with despatch, as intended, the edifice erected would have been without doubt a substantial and costly one, and fully up to the standard of the best in the country; but it would not have been up to the

standard of the best school-houses in the world, as this building is, for the simple reason that the knowledge requisite did not exist in this country. The mass of the pupils in the public schools of Boston had better accommodations than those of any large city in the world ; but we had no one school-house equal to the best in the world. The characteristics of the best school-houses in this country were well known to me, and I had some knowledge of school architecture abroad ; but it was not until I visited the *Akademische Gymnasium*, in Vienna, at the time of the Universal Exposition of 1873, that I was able to picture in my mind the image of such a building as we wanted in Boston for these two schools. The study there begun was followed up by visits to other first-class high-school buildings, not only in that city of wonderful schools, but in all the principal cities of Germany. In this way a valuable collection of views, plans, and descriptions of the best specimens was obtained.

The following paragraph on this topic is quoted from my report [October, 1873], on the exhibit of the Boston school system at the Vienna Exposition :—

“ In respect to school architecture, while we made a better showing than any other American city, we were quite eclipsed by some of the European cities ; that is, in some of the foreign cities school-houses have recently been erected which are architecturally and pedagogically superior to anything we have to show. The City of Vienna has individual school buildings vastly better than the best in Boston ; but if you take all the school buildings in Vienna, the good and bad together, the average accommodations afforded to all the children of that city are perhaps not equal to the average of the accommodations provided for the children in Boston. What I mean to say is this, that Vienna knows how to build, and has built school edifices which are more durable, more safe, more convenient, more costly, and more beautiful, than any Boston has yet built, or is likely to build, in the near future. The reason of this is, that in Vienna, when a school-house is planned, it is done by the *combined science and wisdom of the most accomplished architects, and the most accomplished pedagogists*. No mere whim of a school-master, and no mere whim of an inexperienced and uneducated architect, is allowed to control the design.”

Early in 1874 an attempt was made to get an agreement upon the essentials of a plan to be *recommended* to the City Council, for the School Board had no authority whatever in *determining* what the plan should be. As was to be expected, foreign notions were not at once very highly appreciated. However, after much discussion and many conferences and hearings, the conflicting views of the members of the committees on the two schools, of their principals, and of the Committee on School-houses, were so far harmonized that permission was given me, with certain instructions, to draw up a "Description" of the accommodations to be provided. For designs in conformity with this "Description" the committee on Public Buildings of the City Council offered four premiums of \$1,000, \$800, \$600, and \$400.

The competing architects had free use of the collection of foreign illustrations of school architecture above referred to. The four designs thus obtained were not without merit, and the amount paid for them was, in my judgment, well expended. But the best of them was far from being all that could be desired, and yet one of them would no doubt have been adopted, had not a supposed necessity for retrenchment in school expenses prevented an appropriation for a building at that time. The delay thus occasioned afforded a chance for another trial under more favorable auspices. In the mean time an act was passed by the Legislature, providing that no school-house should be built by the City Council until the plans thereof should have been approved by the School Board; and the School Board thereupon made a rule requiring the Superintendent to give his opinion in writing upon every plan proposed before the action of the Board upon the question of the approval of the same; and the City Council created the office of City Architect, choosing Mr. Clough as the first incumbent. These new conditions made success possible.¹ Previously the designs of our school-houses had been made by architects who were not devoted to school architecture as a specialty. Too often the architect having the most talent for wire-pulling, or having the strongest friends

¹ These provisions had been suggested in my report for 1874, as follows: "If there had been, during the last twenty-years, a competent architect in the employ of the city, wholly devoted to this department, and if the School Committee had been invested by law with a veto power in regard to all plans, the result would have been far better than what we now see."

at court, would be selected rather than the one having the best qualifications for designing school-houses. The School Board had no authoritative voice in the matter, and the Superintendent could only advise and solicit and remonstrate. Hence the slow progress; hence the perpetuation of defects after they are discovered and pointed out. But the situation was now materially changed for the better. The chance of getting a bad design was immensely diminished, and the adoption of an undesirable one was impossible without an exposure of its defects, if the Superintendent happened to have the requisite knowledge and firmness. The city architect entered upon his work in a manner worthy of all praise. Four primary and two grammar school-houses were the fruits of his first two years' studies. Of these the Prince School, on Back Bay, was the one which most distinctly marked the new departure in school architecture, which we owe to German pedagogy and Mr. Clough's talent, and his devotion to the duties of his office. The exhibition of the plans of this building at the Philadelphia Exposition has already borne fruit, as was seen in the prize designs exhibited last year in New York. It is to be regretted that circumstances prevented the architect from giving this modest but admirable building the proper æsthetic character. It is especially interesting as being the best study preparatory to the master-piece.

At length, after the lapse of seven years from the time Mr. Z. Jellison introduced into the School Board an order requesting the City Conneil "to procure a suitable lot upon which to erect a building for the accommodation of the English High School," the City Architect received instructions, in January, 1877, to prepare the design for this double school-house. He took hold of the project with the true art spirit, aiming at perfection and sparing no pains to realize it. He had in hand the best information on the subject to be obtained at home and abroad. The "description" above referred to was taken as the basis of his instructions, but such modifications were made as he and the Superintendent saw fit to agree upon, and they were always in harmony on every point, so that when the latter came to give his official opinion on the completed design as submitted to the School Board, he had nothing to say about it except that it was in all respects satisfactory. The School Board voted its approval of the design in June, 1877, without requesting any

change in its provisions. A copy of the design was taken by me to the Paris Exposition of 1878, as the best new thing in the way of school progress Boston had to show, and it was one of the prominent motives which secured the award of a gold medal by the international jury on secondary education.

THE APPROPRIATIONS AND COST.

The order to build, accompanied with the requisite appropriation, was not reached until nearly five years after the purchase of the lot. This delay was, as has been intimated, primarily due to the great fire and the subsequent financial crisis. But it must be attributed in part to the rather exceptionally conservative views respecting school expenditures held by the two excellent mayors of that period. The incumbent who came into the office of mayor in 1877, the Hon. Frederick O. Prince, taking a different view of the matter, lost no time in declaring himself in favor of a liberal appropriation for the building. I cannot help remarking here, that, in taking this stand, he acted, not only like a filial son of his *alma mater*, the old Latin School, but that he acted in full accord with the noble example afforded by the speech of Mayor Quincy, the younger, at the dedication of the Quincy Grammar School-house in 1848, which you so warmly commended for its boldness, in one of your publications of that time. "As chairman of the 'city fathers,'" said he, "I do not hesitate to stand here and tell the tax-paying community that we have in this manner expended \$200,000 of their money, and I am confident the question will not be asked, Why spend so much? Why spend more for popular education in the city of Boston than is expended in the whole of Great Britain?" To appreciate the "boldness" of this stand, it must be recollected that \$200,000 for school-houses in Boston then was equivalent to upwards of a million for that object now. That is the sort of "boldness" which has made what is best in the history of Boston. But the world moves, and the metropolis of Great Britain may now be cited as one of the foremost cities in the world in respect to liberality in expenditures for school-houses. It is a curious fact, that foremost among the "city fathers" who supported the mayor in this commendable measure was found the same gentleman, Mr. John E. Fitzgerald, who had been, as member

of the Common Council, the most formidable of the opponents of the purchase of the lot.

The first appropriation for the building, \$350,000, was ordered May 25, 1877, and at the same time it was provided that the proceeds of the sale of four old school-houses and sites, already vacated, or soon to be relinquished, by the school department, namely, the Bowditch, old Latin and English High, old Franklin, and Mayhew, should be applied to this purpose. It is worthy of remark that the amount appropriated for the building, in accordance with the estimates of the architect, was not exceeded in carrying out the design, except for additional fire-proofing. The land was bought when prices were at the maximum of inflation, but the contracts for the building were mostly made when prices were at the lowest point, a large amount being thereby saved.

The several appropriations were as follows :—

The lot of land	\$280,000
The building	350,000
Fire-proofing roof and floors (additional) . .	33,000
Heating and ventilation	35,000
Furnishing	50,000
Half the wall, Clarendon-st. Church	800
Placing statuary	2,000
Total	\$750,800

Cost of building, not including land and furnishing, \$418,000, or \$8.25 per square foot actually covered.

THE CONTRACTS AND CONTRACTORS.

While the contracts on the construction of the building, including the heating and ventilating apparatus, were executed under the direction of the City Architect, the Superintendent of Public Buildings, Mr. James C. Tucker, had charge of the furnishing contracts.

The testimony of the City Architect as to the manner in which the contractors on the construction fulfilled their agreements is so creditable to them that it well deserves to be recorded in this connection.

“The construction of the building is thorough in all its parts, and upon examination will be found of good workmanship. The contractors exhibited the greatest pride in the fulfilment of their agreements with the city, and there never was a jar between the architect and the mechanics, either on the building, or in the settlement of accounts.”

And what makes this acknowledgment peculiarly honorable to the mechanics is the fact that the architect was faithful and scrupulous to the last degree in demanding all that was “nominated in the bond.” This gratifying result, which looks a little like a tendency to the millennium, was perhaps in some degree due to the good schooling of the Boston mechanics. That this was the case in respect to the most important part of the work, — piling and stone foundations, — which was done much under my eye, happens to be within my knowledge. The brother contractors were poor little emigrant boys in the Quincy School on the occasion already referred to; they were of that number of whom Mr. Quincy said, “Nearly half of the boys are not American; their parents are unfitted for the duties of a republic; but these children, educated side by side with our own, will be trained to become worthy citizens of this free country,” — a prophecy how well fulfilled in this instance! I was touched at the pride they took in having a hand in this work, and in doing it with perfect thoroughness. And they said to me, “You see in us here what the public school made us.”

About twenty contracts entered into the construction of the building, which were awarded to the following parties: —

The piling and stone foundations, — John Cavanagh & Co.

Hammered granite, — F. J. Fuller.

Sandstone trimmings, — Norcross Bros.

Brick masonry, — Norcross Bros.

Terra-cotta, — Sanford E. Loring.

General framing, — Norcross Bros.

Roof coverings, — John Farquhar's Sons.

Carpenter's finishing, — Leander Greeley.

Steam heating, — Frederick Tudor & Co.

Ventilation, — Moses Pond & Co.

Lathing and plastering, — J. H. Davis.

Painting and glazing, — W. J. McPherson.
 Furnishing glass, — Hills, Turner & Co.
 Plumbing, — Thos. G. Phillips & Co.
 Speaking-tubes and bells, — A. H. Beckford.
 Gas-fitting, — N. W. Turner & Co.
 Marble tiling, — Bowker, Torrey & Co.
 Rubber pads for stairs, — Boston Car Spring Co.
 Iron staircases, — L. M. Ham & Co.

The contracts for furniture and fittings were as follows: —

Electric clocks, — Howard Watch and Clock Co.
 Seats in Assembly Hall, — Gardner & Company.
 Settees, — Gardner & Company.
 Scholars' desks and chairs (1,064), — A. G. Whitecomb.
 Scholars' desks (350), — Lawrence, Wild & Co.
 Teachers' desks, — Smith & Company.
 Teachers' desks, — O. Hall & Son.
 Bookcases, — Smith & Company.
 Teachers' chairs, — White, Hohman & Co.
 Plumbing and heating apparatus of Chemical Laboratory, — F. Tudor & Co. and Thos. Phillips & Co.
 Gas-fixtures, — N. W. Turner & Company.
 Sash elevators, — Benjamin Brintnall.
 Carpeting for offices, — W. G. Harris & Son.
 Furniture for offices, — Boyce Brothers.

The specifications for the contracts on the construction prepared by the City Architect were printed in fifteen quarto pamphlets, making a volume of about 500 pages. These have been much in demand by architects in different parts of the country.

DESCRIPTION.

In its general arrangements the block plan consists of a parallelogram, 423 feet long by 220 feet wide, the longest sides, or main buildings, fronting on Warren avenue and Montgomery street, the Latin School occupying the former, and the English High School the latter.

There are two courts within this block, of equal size, the division

between the two being made by the location of a central building, which is connected with the two main street fronts by means of a transverse corridor. These courts, as the plan shows, not only afford the most desirable advantages of light and air, but also serve the purpose of separate play-grounds for the pupils of each school.

Across the easterly end of the block, and connecting its two sides, are located the drill-hall and gymnasium; and across the westerly end, fronting on Dartmouth street, a building, as shown on the plan, is proposed to be erected hereafter, as has been mentioned, for the accommodation of the School Board and its officers.

Each of the street fronts of the main buildings is divided into three pavilions, — one central and two end pavilions. — the central pavilion being more pronounced in its proportions as to width and height. The main buildings have three stories and a basement, the latter being a clear story facing the courts.

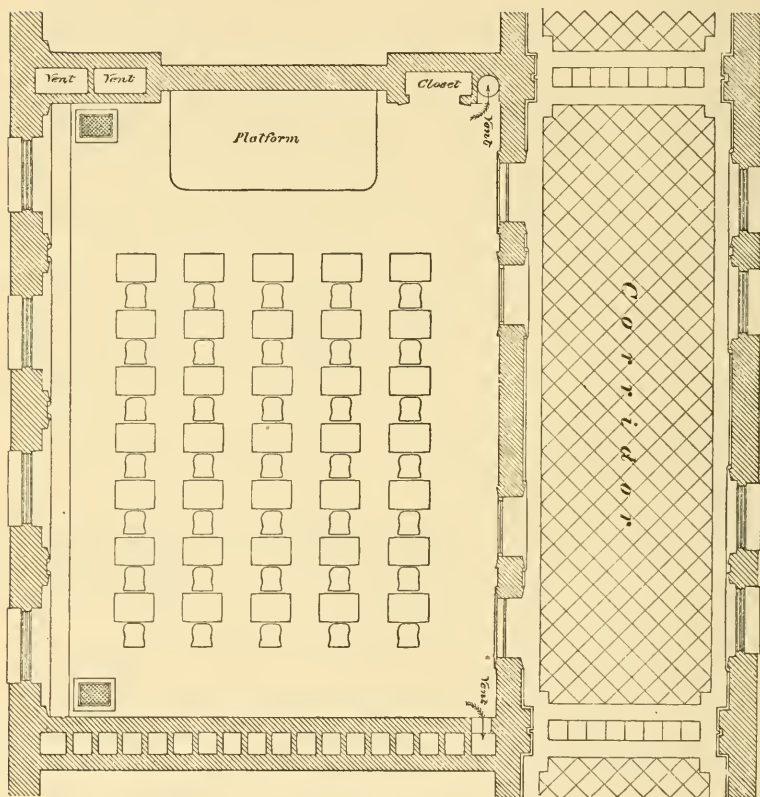
The style is modern renaissance, having all the lines of strength treated architecturally in buff sandstone, and the frieze courses inlaid with terra-cotta, while the back ground is of Philadelphia face brick. The plinth of the street fronts is laid in solid buff sandstone, dressed and relieved with mouldings. The underpinning is of dressed granite.

The exterior ornamentation, the designs for which were furnished by the well-known sculptor, T. H. Bartlett, is more remarkable for its classical elegance than for its profusion. It consists mainly of the terra-cotta heads in the gables of the dormer windows, the terra-cotta frieze courses, the decoration of the friezes on all the piers and buttresses, with festoons of various designs in relief cut in the stone. Especially noteworthy are the festoons of oak and laurel in high relief carved on the spandrels of the grand entrances.

The arrangement of the plan is simple: longitudinal corridors extend the full length of the main buildings and parallel with the street fronts. In the central pavilions, opposite the ends of the transverse corridor, and at its intersections with the longitudinal corridors are placed the two grand entrances, one from each street; these entrances are a "feature" in the design, both internally and externally, ample space being given at the intersections of the grand corridors where they are located for the placing of statuary. There are also four other entrances from the streets, two in each

main building, at the terminations of the longitudinal corridor, one being in each end pavilion.

There are eight staircases, one in each end pavilion, connecting with the entrances at the terminations of the longitudinal corridors,



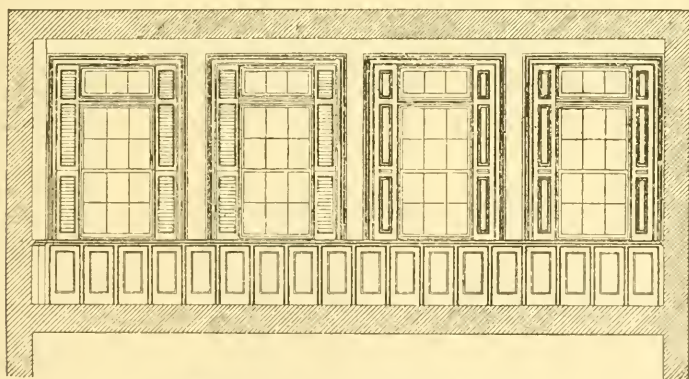
Plan of School Room and Corridor

and two in each of the central pavilions, right and left of the grand entrances respectively.

The drill-hall, another "feature" in the design, is on the street level; it is 130 feet long on the floor, by 62 feet wide, and 30 feet

high ; above the galleries, which are at the ends, it is 160 feet long ; the seating capacity of floor and galleries is sufficient for 2,500 persons ; it has four broad entrances, at the ends from Warren avenue and Montgomery street, at the sides from Clarendon street and the eastern court. The floor is of thick maple plank, laid in a solid bed of concrete ; it is finished in natural materials, and is so treated as to get a constructional effect of open timber-work, the wood being of hard-pine, shellacked and varnished, and the interior walls of Philadelphia face brick, laid in bright red mortar, and trimmed with buff sandstone.

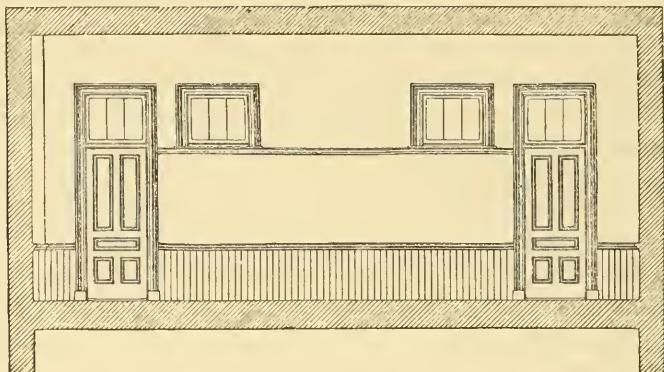
There are 48 school-rooms, 20 being on the first and second floors respectively, and 8 on the third floor ; 12 receive their light from the courts ; the remaining 36 occupy the street fronts. The typical school-room of this building is intended for 35 pupils, but will accommodate 40 or more, according to the mode of seating and the size of the pupils ; it is 32 feet long and 24 feet wide, and 14 feet high ; it is lighted by 4 windows, 9 feet 6 inches by 4 feet



Window side of School Room.

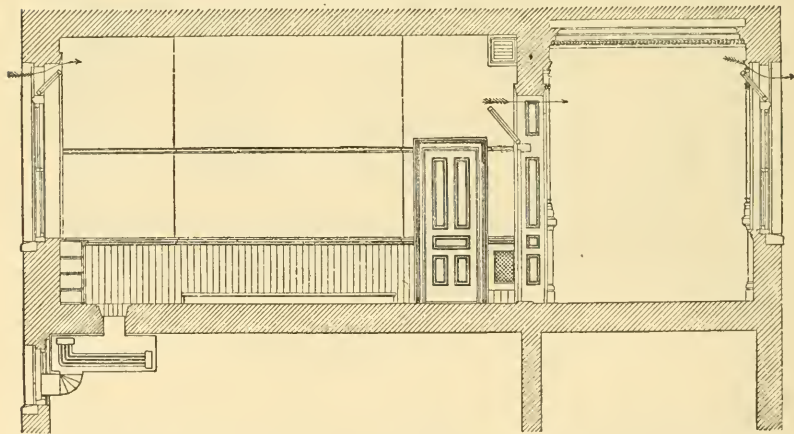
6 inches, placed on the longer side 6 inches from the ceiling and 4 feet from the floor, and equally spaced, with transom sashes hung, as shown in the cut, above the sliding sashes ; it has, on the side opposite the windows, two doors opening from the corridor ; over the doors are top-lights for ventilation, and between them two high

lights hung on hinges. The pupils face the platform at one end of the room and receive the light on their left. Under the windows are cabinets for coats and caps, there being no separate rooms for this



Corridor side of School Room

purpose. There is a closet sunk into the end wall, where the platform is, for a teacher's wardrobe. This description applies to most



Transverse section of School Room and Corridor.

of the rooms, and where there is a variation from it the difference is not essential.

The assembly halls are on the third floor, in the central pavilions, are 82 feet long by 62 feet wide and 25 feet high, each having a seating capacity for 850 pupils, with the amphitheatre arrangement.

The library rooms are on the first floor, on the right and left from the transverse corridor in the central building, each being 54 feet long and 32 feet wide, with octagon ends to catch the light at different angles. They are furnished with bookcases against the wall on all sides, excepting the door spaces, made of light oak, about 6 feet high, with glass doors. The windows come down to the top of the bookcases. The floor is of Italian marble tiles, in white and slate color. The walls are of a reddish-brown color, with light trimmings. The top of the cases is ornamented with busts, and the walls with valuable pictures and engravings.

Over the libraries, and of the same size and shape, on the second floor, are the lecture halls for the natural sciences. Each of these has two conveniently connected rooms, one for physical apparatus and the other for specimens of natural history.

Near the principal entrances, on the first floor in the central building, there are for each school a teacher's conference room, with an adjoining reception room; a head-master's office and a janitor's room; on the second floor adjacent to the transverse corridor are 2 suites of apartments, each having 4 rooms, for janitors' dwellings, each suite being connected with the basement by a separate staircase.

In the central pavilions, at convenient locations on each floor, there are ample dressing-rooms for the accommodation of the teachers. The water-closets and urinals for the pupils are located in four sections winged out from the principal staircases in the central pavilions, and are arranged in tiers, there being two stories of closets to each story of the building, one of which is entered at the corridor level, and the other from the half-landing of the staircase above. There are six of these tiers in each section, which are connected by a spiral staircase in a round tower at the exterior angle running from the basement to the roof of the building, the top of which is surmounted by a large ventilator. By other means in addition to this the closets are completely ventilated. There are two spacious drawing-rooms for each school, on the third floor, one for model drawing and the other for copy drawing, both having

side and sky lights, the arrangements of which were made under the direction of the city Director of Drawing, Prof. Walter Smith. Connected with each of these drawing-rooms, at either end, is a room for the safe-keeping of the models and copies.

In connection with the drill-hall there are two rooms for the military officers, and an armorer's room, furnished with a work-bench and the requisite tools.

The extensive basement, besides the space necessary for the steam boilers and the storage of fuel, affords a covered playground for the pupils. A part of the English High School basement has been fitted up in good taste, and with every desirable convenience for the occupancy of one of the branches of the Public Library. It is to be hoped that one or two of the basement rooms may be utilized as a refectory where the pupils may obtain a wholesome lunch at a moderate price.

No chemical laboratory was supposed to be needed by the Latin School, and hence none has been provided; but the provisions for instruction in chemistry on the English High School side are believed to be as near perfection as has yet been reached, having regard to the objects and grade of the institution. The portion of the block appropriated to this purpose is architecturally a detached building, located at the east end of the High School building, and facing Montgomery street, and between it and the southerly end of the drill-hall, being separated from the rest of the edifice by fire-proof walls, as far as convenience of access would allow. The general character of this building and its ventilation were designed by the city architect. Credit for excellence in other respects belongs to Professor C. J. Lincoln, instructor in chemistry in the English High School, who kindly furnished the following description of this unique combination of contrivances, which must be seen to be fully appreciated.

The lower floor is occupied by a lecture room 35 feet by 40, and capable of seating about 100 pupils. The room is constructed with rapidly rising tiers of benches, and is fitted with a lecture-desk and the ordinary appliances of a chemical lecture-room.

On the second floor are the laboratory and accessory rooms. The former is of a general rectangular shape 35×30 , with an alcove 27×7 , and is surmounted by a dome-like roof, from the centre of

which rises a short steeple or cupola. Of the interior arrangements the working benches of the pupils are the chief feature. These occupy the middle area of the room, and will accommodate 44 boys at any one time. They are made of pine, grained, with tops covered by white glazed tiles, contain the usual gas and water piping, and are surmounted by shelves for reagent bottles. Each pupil occupies a space of 2 ft. 10 in. in length, and in this distance are constructed the drawers and closets for four separate sets of apparatus, thus furnishing storage for 176 sets in all. The old-fashioned cast-iron sink, which was so made as to serve as a pneumatic trough, has been rejected, and earthenware bowls, sunk to the level of the benches, are substituted, one for every two boys. The ventilation of the room is accomplished by means of a large wrought-iron cylinder, connecting with the heating apparatus and supported in a flue which occupies one corner of the room, and conducts to the cupola. This cylinder has been found to heat the air so as to produce a current sufficient not only to ventilate the laboratory, but to prevent noxious fumes from circulating through the corridors and rooms of the building. One side of the room is occupied by a "hood" or "fume chamber," which connects with the ventilating flue, and is employed for the more noxious experiments. A Richards' jet aspirator bellows has been constructed for general use, and Richards' jet aspirator pumps for rapid filtration have been attached to some of the desks.

A variety of steam baths to replace the old water-bath, for evaporation purposes, have been arranged, and also a drying chamber heated with a steam coil.

Connecting with the laboratory are two small side rooms. One is for a balance and storage of apparatus, and can be darkened for spectroscopic experiments. The other is a preparing room, but is fitted with working desks and drawers, and is used also as a store-room for chemicals.

It is not claimed that there is much that is original in the designs of the various articles of furniture and apparatus of the laboratory, but that an attempt was made to ascertain and adopt the best forms wherever they could be found, while the chief aim of the designer was convenience and ease in use. In fact, the

latter, together with the problem of what is needed for an institution of the grade of a high school was kept constantly in mind in all its arrangements, much more than any ambition to have a completely equipped laboratory, which might be excellent for a technical school, but largely useless to this school.

Practically the buildings are fire-proof throughout; the corridors are all constructed with iron beams and brick arches, and laid with a finished floor of black and white square Italian marble tiles; the under sides of the arches over the corridors are plastered upon the bricks, and the beams covered with a heavy coating of Keen's cement upon wire net-work,—these corridors, in themselves, dividing the whole block into four fire-proof sections. The several apartments are separated by massive brick walls, and all the floors and the spaces between the furrings upon the walls are filled with fire-proofing; the staircases are wrought of ornamental iron work, built into the brick masonry, solid.

The heating and ventilation of the building are accomplished on the system of indirect steam, by admitting fresh air against the heated coils in enclosed iron chambers in the basement, which is conducted from them into the rooms, against the windows or cold surface; the quantity of fresh heated air admitted in each room is sufficient to supply each pupil 8 cubic feet per minute, the same, when vitiated, being exhausted on the opposite side of the room from where it is admitted, through ventiducts of equal capacity, which continue direct to the roof; in these ventiducts are inserted steam-pipes to rarefy the air and keep up the ventilation. As an additional means of ventilation the corridors are made use of by a system of top-lights over the doors and windows of the rooms and the windows of the corridors.

The heat is supplied by 8 sixteen-foot steam tubular boilers, arranged to work on sections of two boilers to a section. These 4 sections are grouped in the basement of the central building.

With the exception of the libraries the walls wear the natural whiteness of the skim coat. After the requisite seasoning they are to be appropriately tinted.

The floors and platforms of the rooms, with the exceptions already mentioned, are of Southern-hard pine, while the standing

work is of the best white-pine, grained and varnished, with the exception of the corridors, where it is painted in parti-color.

Both grand vestibules, at the intersections of the transverse with the longitudinal corridors, are decorated with statuary. On the Latin-School side stands the fine marble statue by Richard S. Greenough, a Latin-School boy, which was procured by the graduates of the school to honor those who had honored her, and especially to commemorate those who had fallen in defending their country. This statue represents the *Alma Mater* of the school, resting on a shield which bears the names of the dead heroes, and extending a laurel crown to those who returned from the war. On marble tablets, on either side of the vestibule, are engraved the names of all the scholars who served with the national forces without losing their lives. This statue, excellent alike as a work of art and as an inspiration, was dedicated in December, 1870, with an oration by William M. Evarts and a poem by William Everett, both graduates of the school. The cost, in its present position, has been \$8,000, the city paying \$1,000 for placing it in this building.

In the grand vestibule of the English High School stands an extremely beautiful group in marble, by Benzoni, of Rome. The subject is, "Flight from Pompeii." The pedestal, octagon in form, is of rare African marble, of a dark variegated color, with 8 panels of white marble, representing, in bas-relief, dancing girls. For this costly piece of statuary the school is indebted to the generosity of a graduate of the school, Henry P. Kidder, a wealthy and public-spirited banker of Boston.

FURNITURE AND FITTINGS.

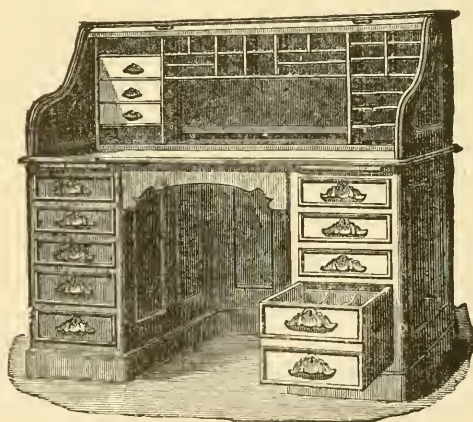
The school-rooms are furnished on three sides with the usual wall black-board, properly adjusted as to height from the floor, and width, and provided with chalk-receivers.

The closets for coats and hats are placed in the wall under the windows, the doors taking the place of wainscoting on the window side of the room. Each closet is divided into two transverse sections, one section being allowed each pupil. There is also for each room an umbrella stand, and a movable hat and coat rack in the corridor.

The time is furnished in all the rooms by electric dials connected with one central clock. Of this system of dials the makers say, "This system of driving electric dials by one central clock was not invented by us, but the mechanism or machinery by which we do it is original. As you well know, the standard clock is wound once a week, and is driven by a weight; the electric dials, of which there are over 50 in the building, are driven by electricity, and, to insure the performance, it is only necessary to keep the battery in order. We claim for this system two advantages: first, uniform time throughout the building; and, secondly, there is only one clock to be wound."

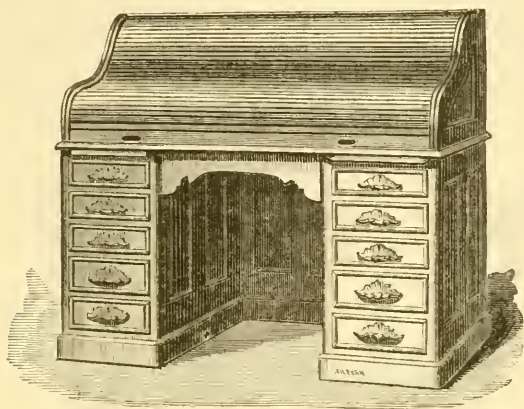
The school-rooms are not yet all furnished; such as are, are provided with a handsome black-walnut bookcase, of the Eastlake pattern, four feet long, eight feet high, with closets and drawers in the lower part. This is rather in the way, and is hardly in keeping with the finish of the rooms; and, besides, it is quite expensive. I should have preferred an inexpensive case, made to harmonize with the finish of the room, and placed above the line of the wainscoting, in one corner, out of the way.

The teachers' desks are of oak, with drawers on either side. The teachers' chairs are of the Queen-Anne pattern, having black-



walnut frames and cane seats. The head-masters' offices are furnished with black-walnut roll desks of the pattern shown in the

cuts. The libraries, lecture-rooms, reception-rooms, etc., have the usual furniture. The drawing-rooms are as yet but partially fur-



nished. The assembly halls are seated with individual chairs of perforated wood and iron frames, fastened to the floor.

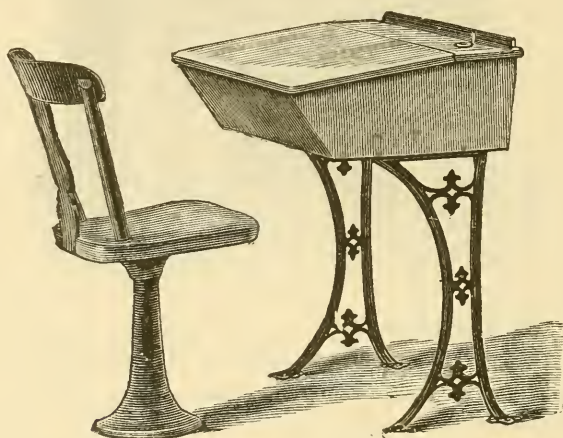
On the platform of each assembly hall is a grand piano.

The windows, to the number of about 500, are furnished with Brintnall's patent sash-elevator, which saves the sash and glass, and does away with the pole and hook formerly used for opening and closing windows, and at the same time is always ready for use when wanted. The operation is like that of raising and lowering a flag. A brass pulley is fastened in the centre of the top of the window-frame, a cord is rove through it, one end being made fast to the bottom of the upper sash by a screw-eye, and the other end furnished with a hard-rubber ring, left to hang down to the bottom of the lower sash; pulling upon this cord shuts the window. For opening, there is simply a cord rove through a hole in the centre of the top of the upper sash, and the end knotted, the other end coming down within reach, and furnished with the rubber ring.

Gas fixtures of tasteful designs are put up in the assembly halls, vestibules, corridors, and offices, at an expense of \$3,200.

The requisite gymnastic furnishings have not yet been procured.

The most important article of school furniture is the scholar's desk and seat. You are familiar with the history of the progress that has been made in this direction. The chapter on school furniture, in your "School Architecture," contains all the science of school seating which was known at the time of its publication, and, if I am not mistaken, iron supports of school desks were first suggested by you.

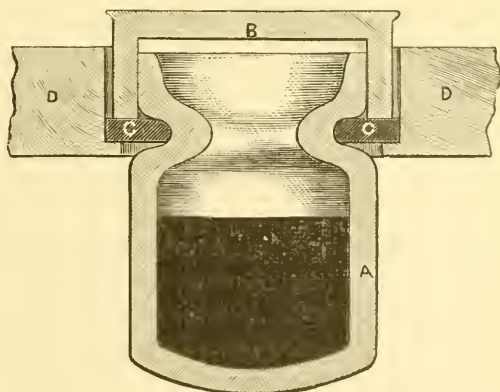


A part of the school-rooms has not been seated. The whole number of chairs and desks already furnished is 1,114, all being single desks. Of these 1,064 are of the well-known Boston High School pattern (cut above), which has been perfected by more than thirty years of experience. It is my belief that there is no combination superior to this. The desk, which is of cherry, shellacked and varnished, is 26 inches long; the width of the top is 20 inches, the fall lid being 15 inches wide and the flat 5 inches, at the back of which is a back board rising three-fourths of an inch, just behind the hollow for pens and pencils. The slope of the fall is $1\frac{3}{4}$ inches. The fall is provided with an iron contrivance to prevent it from opening too far, thereby straining the hinges and hitting the head of the pupil in front; and noise in shutting down is prevented by two solid rubber pins in the corners of the desk. There is a hollow inside for pens and pencils. The former brace to the iron stands of the desk is replaced by flanges or ears at the top of the stand, 5 inches long,

and firmly screwed to the bottom of the desk. The chair is of maple, and, like the desk, is shellacked and varnished. The chairs and desks are of one size, but the iron stands are of two heights, 650 being of size or height No. 1, and the rest of size No. 2. The castings were painted green and bronzed with "gold" bronze. This furniture is of the best materials and workmanship, and will last a century with fair usage. It was furnished by A. G. Whitecomb, of Boston, who is at present worthily occupying the position in this line which Samuel Wales, Jr., occupied thirty years ago, and which Joseph L. Ross occupied more recently.

The rest of the desks and chairs, 350, are of another pattern, furnished by Messrs. Lawrence, Wild & Co., and put in rather as an experiment. The desk, exclusive of the iron support, which is rather clumsy, does not differ, as to size and shape, from the "Boston" pattern. The chair or seat is very different, having *two* iron supports similar to those of the desk. It is made of hard-wood slats, 2 inches wide and about 2 feet long, 6 for the seat and 7 for the back. The slats run longitudinally, and, when not in use, the seat may be turned up, — a contrivance of little use when the seat and desk are for a single pupil.

All the desks are furnished with a glass ink-well, invented by A. D. Albee, and named the "Best," which has given the greatest satisfaction in other Boston schools. The following description and the accompanying sectional view will show its peculiar construction : —



The well, *A*, is composed of glass, and has a narrow neck, around which is placed the rubber ring, *C*, whose office is threefold : to support the well in the desk ; to act as a cushion, on which the glass cover, *B*, rests ; to prevent ink from getting inside the desk in case of accidental spilling of ink on the desk. The cover, *B*, is a glass cap, made to fit into the hole in the desk-top, projecting above it enough to allow its easy removal by the fingers, but not enough to be knocked out of position by accident. *D* represents the wood-work of the desk, showing the ink-well in position.

CHARACTERISTICS.

It remains now to specify with distinctness the leading characteristics of this edifice, which in their combination constitute its superiority over other school buildings heretofore erected in this country, and render it so interesting as a study both by school-men and architects.

1. A mere glance at the plan reveals at once to the eye of the expert the capital peculiarity of this block, which of itself renders it unique in American school architecture, namely, its arrangement around interior courts. This, I believe, is the first instance of the realization of this court plan or idea on a considerable scale in any school-building in this country. The most serious defects in our large school-houses have resulted from the ignorance or disregard of this idea by our architects. This idea is distinctly foreign in its application to school-houses. It is Mr. Clough's great merit that he is the first to give it a practical application in this country. The principle may be thus stated: *So plan the building that it shall be in no part wider than the width of a school-room with the width of the corridor added.* We have college and other educational buildings with wings at right angles to each other, but not planned in accordance with this principle. The superiority of this *court plan* over what may be called the *solid plan*, which has hitherto prevailed, is found more especially in the advantages it affords for light and air. So important do I consider this idea in school-house building, that I doubt whether there can be a first-class school-house of any considerable size in which it is not applied. The disadvantages of the solid plan may be appreciated by comparing our two most conspicuous examples of it, the Massachusetts Institute of Technology and our Girls' High School, with this block.

2. The perfection of the school-rooms is another of the more important characteristics. It has been said that the rooms are not large enough. One might as well say that a bushel measure is not as large as it should be. The rooms are as large as they need be *for the objects in view in planning them*; and in fact a margin was allowed for a change of views with a change of management. The rooms are intended for the most ample accommodations for 35 pupils of adult or nearly adult size.

But they will accommodate perfectly well *forty-two* or *forty-nine* pupils of the lower classes, if not extravagantly seated, as to distance. There are strong objections to rooms of too large size besides the cost of construction and of heating. I would not have one of the rooms one foot larger than it is. The highest pedagogical authority has decided that a school-room for a high school should not exceed 27 feet in length or 20 feet in width, the story being 14 feet in the clear, — and this for 49 pupils of the highest class. The King William's Gymnasium, in Berlin, one of the grandest school-buildings in the world, in the building of which the highest authorities in architecture and pedagogy coöperated, provides for the pupils of the highest class, 18 or 20 years of age, 10.6 square feet of floor per pupil. The rooms in our building furnish 20.6 square feet to a pupil, very nearly double that of the model Prussian edifice. To adopt an extravagant mode of seating, and then plan a building in conformity with it, would be a preposterous proceeding. If it is necessary to place 42 or 49 boys in one of these rooms, this can be done if the desks are not unnecessarily large and placed at an unnecessary distance apart. The desk at which I am writing, and have written and studied for ten years, is 21×16 inches. On a floor 32×24 feet 48 desks of this size could be placed, leaving 13 feet for aisles, and 13 feet of space for the teacher's platform, and spaces in front and rear of the desks. My conclusion, then, is that the school-rooms of this edifice, taken as a whole, considering their size, proportions, ventilation, and lighting, place it without a rival in this respect among school-houses of its class.

3. The omission of the clothes-room in connection with the school-rooms. On the first occupancy of the building it was all at once discovered that the school-rooms were not provided with the room attached to them, for coats and hats, which are now so common in our modern school-houses. And the cry was raised that somebody had blundered. Everybody concerned hastened to say, It is not I. It seems to have been wholly forgotten that seven years before, in those conferences about the plan to which I have alluded, when there was a committee of twenty-one members on each of the schools to be accommodated, this matter was considered in every light of which it is capable, and that the decision reached was to

dispense with the separate clothes-room. Those forty-two gentlemen were nominally responsible for that decision, but the real responsibility belongs to me. It was my proposition, and my arguments convinced the forty-two judges. There is not room to repeat the arguments here, but I claim that the omission of the coat-room is a distinct merit in the plan, considering the project as a whole. In saying this, however, I do not mean to be understood as saying that it would be better to omit this provision in all school-houses. What I maintain is that it was the right thing to do in this project. The particular provision made for the accommodation of hats and coats, as already described, was not my invention. It is an original and ingenious device, and may perhaps prove to have been the best contrivance. But this is merely a matter of a little carpentering, which may be altered, and is not at all a part of the solid and permanent structure. Adequate seating for the intended number of pupils might be so contrived as to leave room enough for convenient and sufficient closets at the rear end of the room, or on the side opposite the windows. This suggestion involves the question of black-boards. It seems to be taken for granted with us that every school-room must be lined with black-boards. We have come to adopt our teaching processes to this black-board theory. There are the black-boards, and the teacher takes it for granted that he is not teaching well unless he turns out simultaneous black-board work by the acre. This is a mere fashion. The black-board is indispensable, and so is oral teaching; but there may be an excess of chalk as well as of talk. The crayon must not usurp the place of pencil and pen. At any rate two sides of a school-room are enough to cover with black-boards, and I am by no means certain that the German plan of one or two good portable black-boards is not better than the American plan of lining the walls. And thus the question of clothes-rooms touches even the question of methods of teaching. And so every contrivance in the design of a school-house should be determined upon consideration of all its relations.

4. The hall for military drill. This is not a foreign idea. This is the only one, connected with a public school, that has come to my knowledge. Some of its numerous merits, architecturally considered, have been referred to. Pedagogically I regard it as a

great acquisition. I hope the example will be imitated wherever the expense can be afforded. A secondary but not unimportant consideration in favor of such a hall is, that it can easily be converted into a grand assembly hall for public occasions.

5. The gymnasium. Long ago it was made a standing rule in Germany, that no considerable school-house should be built without having a room for gymnastics. In this country, as yet, this feature has been introduced only in very exceptional instances. This hall is larger, I think, than the great Turnhalle of the city of Berlin. But I would not claim credit for its size, which is really larger than is necessary, and was made so large simply because, under the circumstances, it cost no more than a smaller one would. But a sufficient separate room set apart for gymnastic exercises is so exceptional a provision in our school architecture that this feature is entitled to claim recognition as an important characteristic.

6. The chemical building, both in respect to its detached location, and to the completeness of its fittings and equipments, and its adaptation to the wants of such a school.

7. The character of the lecture-rooms for natural science, each with two cabinets attached, one for physical apparatus and the other for natural-history collections.

8. The libraries, both in respect to their æsthetic character and their adaptation to the purpose.

9. The ample provision for conference-rooms for teachers, and offices for the head-masters and janitors.

10. The unique and successful provisions for water-closets and urinals on each floor of the building. The practicability and convenience of such an arrangement were first made evident to me in visiting foreign schools. The system by which practical application of the idea is here made is quite superior to any other within my knowledge.

11. The treatment of the assembly halls. I do not refer to the amphitheatre plan, and the individual theatre seating. My æsthetic feeling inclines me to prefer a level floor with straight oaken benches of a good pattern. But their location on the upper floor of the central pavilions made it practicable to give them the requisite size, symmetry, proportion, and lighting. They are no doubt the best models yet seen in this country, and practically leave nothing

to desire. In respect to ornamentation they are yet unfinished. The walls and ceiling will in time be appropriately frescoed, and the friezes decorated with sculptured reliefs. But the time has not arrived when we can dream of rivalling Vienna in the artistic treatment of school halls. It will probably be some time yet before America will be able to boast of a school or college hall equal in its artistic character to that of the Akademische Gymnasium.

12. The drawing rooms, of the two descriptions, all spacious, and having every desirable quality, each being provided with two adjoining rooms, one on either end, of ample size for the safe keeping of medals, copies, etc.

13. The fire-proofing, a characteristic of immense importance, and never before attempted to the same extent in a school-house in this country.

14. The iron staircases, in respect not only to their fire-proof material, and rubber-padded steps, but in respect to their spaciousness, being nowhere less than six feet wide, and number and convenient arrangements.

15. The perfection of the lighting of every part of the vast block, and the complete success of the system of heating and ventilation.

16. The composition of the design, the harmonious, symmetrical, and convenient arrangement of all its parts,—an arrangement which combines, in a most remarkable degree, both æsthetic and pedagogical requirements. Herein, in my judgment, the genius of the architect is most signally displayed.

THE ENDS IN VIEW.

In elaborating this project regard was had, not only to the existing organization of the High-School instruction of the city, but also to its future development in the right direction. The ideal to be aimed at in the future development was much considered by me in connection with this design, and this chapter of the memoirs of my superintendency would be incomplete without some indication of what that ideal was.

It was assumed as a fundamental principle, that adequate secondary instruction in all its branches—that which lies between the

limits of the elementary school and the college — should be furnished to pupils of both sexes, at the public expense. This principle has been long practically realized in Boston ; and everywhere throughout the civilized world the general drift of public sentiment is in the same direction. It is essentially a democratic principle, and its adoption marks the progress of social and political equality. In providing, in accordance with this principle, for the prospective as well as the immediate wants of a great city the *size* of the building should be determined by the number of pupils which can be managed most economically, with due regard to efficiency, in one establishment, and not by the exigency, fancied or real, of a particular conjuncture. Such was the consideration which determined the size of each of the two school-houses comprised in the block, eight hundred pupils being assumed as the maximum number for such schools.

It was further assumed that separate education of the sexes, and not coeducation in this grade of the city schools, is the normal finality to which all civilization tends ; and therefore all the arrangements of the design had regard to the best accommodation of one sex only. It is obviously not well adapted to the accommodation of both sexes.

Again ; it was taken for granted, that a complete organization of secondary instruction for a great city requires a sufficient number of two descriptions, at least, of schools for either sex : namely, the classical, the non-classical, corresponding to the German gymnasium and real school, respectively. Our four central schools, taken together, constitute a complete type of the ideal system in my mind ; namely, for the classical course, the Boys' Latin and the Girls' Latin ; and for the non-classical course, the English High and the Girls' High. The two central girls' schools are at present well accommodated in the grand building on Newton street ; but ultimately, no doubt, it will be necessary to provide separate accommodations for these schools, and I trust that, in due time, the Girls' Latin School will be provided with a building to match that of the Latin School for boys. The realization of my ideal would then require in the future, more or less distant, the gradual development of the six mixed high schools in the outlying districts into schools of the types of the central schools, by the application of the principle

of specialization, — one of the essential principles of educational progress, — as fast as considerations of economy will permit, and increasing populations may demand. It will be seen, therefore, that my aim was not, as has been erroneously supposed by some, to prepare the way for merging the outlying schools, or any one of them, into the central schools, but to retain and develop them after the central pattern.

Yours, etc.,

JOHN D. PHILBRICK.

SEMI-ANNUAL STATISTICS
OF THE
PUBLIC SCHOOLS.

SEPTEMBER, 1881.

SCHOOL CENSUS.

May, 1881.

Number of children in Boston between the ages of 5 and 15,	61,056
Number attending public schools.....	47,732
“ “ private schools.....	6,922

EXPENDITURES.

Salaries of officers	\$52,470 00
“ “ teachers	1,112,932 69

Incidental Expenses.

By Committee on Public Buildings	145,913 55
By School Committee	248,361 27
School-houses and lots	215,359 04

SUMMARY.

June, 1881.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal	1	4	70	69	1	98.	69
Latin and High	10	88	1,859	1,733	126	93.2	1,739
Grammar	50	624	26,433	23,221	3,212	87.9	25,072
Primary	418	418	22,808	18,923	3,885	83.	22,824
Totals	479	1,134	51,170	43,946	7,224	85.8	49,704

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann	1	9	78	63	15	80.	79
Licensed Minors	2	2	62	50	12	80.	60
Evening High	1	9	615	182	..	..	..
Evening	17	106	2,022	1,129	..	..	..
Evening Drawing	6	16	376	277	..	..	..
Totals	27	142	3,153	1,701	..	..	..

SCHOOLS AND TEACHERS.

	SCHOOLS.			TEACHERS.		
	Houses.	Rooms.	Seats.	Males.	Females.	Total.
Normal School		3	150	1	2	3
Latin School	1	47	1,645	12		12
English High School . .				14		14
Girls' High School . . .	1	9	892	2	16	18
Girls' Latin School . . .				1	4	5
Roxbury High School . .	1	6	212	2	4	6
Dorchester High School .	1	6	205	1	3	4
Charlestown High School .	1	9	300	1	5	6
West Roxbury High School	1	1	96	1	2	3
Brighton High School . .	1	1	81	1	2	3
East Boston High School .	1		82	1	2	3
Grammar Schools	50	558	30,267	88	505	593
Primary Schools	100	448	22,247		418	418
Totals	158	1,083	56,177	125	963	1,088

SPECIAL SCHOOLS AND TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School		9	9
Licensed Minors' School		2	2
Evening Schools	49	66	115
Evening Drawing Schools	13	3	16
French: High Schools	3	2	5
German: High Schools	2		2
Sciences: Roxbury and West Roxbury High Schools		1	1
Music: High, Grammar, and Primary Schools	4		4
Illustrative Drawing, Normal School		1	1
Drawing: High Schools	1		1
Sewing		28	28
Laboratory Assistant: Girls' High School		1	1
Gymnastics: Girls' High School		1	1
Gymnastics: Girls' Latin School		1	1
Military Drill: High Schools	1		1
Totals	73	115	188

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head Masters.	Masters.	Junior Masters.	Asst. Principals.	First Assistants.	Second Assistants.	Third Assistants.	Fourth Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal . . . . .	. . .	70	70	. .	69	69	1	98.	1	.	.	.	1	1	.	.
Latin	313	. . .	313	299	. .	299	14	96.	1	3	8	.	.	.	.	.
Girls' Latin . . . . .	. . .	128	128	. .	118	118	10	92.	.	1	.	.	.	1	1	2
English High	339	. . .	339	317	. .	317	22	94.	1	7	6	.	.	.	.	.
Girls' High . . . . .	. . .	497	497	. .	451	451	46	91.	1	.	1	1	1	3	3	8
Roxbury High	83	96	179	78	88	166	13	94.	1	.	.	.	1	.	2	2
Dorchester High	39	55	94	36	50	86	8	91.	.	1	.	.	1	.	.	2
Charlestown High	51	79	130	50	74	124	6	95.	.	1	.	.	1	1	1	2
West Roxbury High	24	38	62	23	35	58	4	94.	.	1	.	.	.	.	1	1
Brighton High	15	31	46	15	30	45	1	97.	.	1	.	.	.	.	1	1
East Boston High	34	37	71	33	36	69	2	97.	.	1	.	.	.	.	1	1
Totals	898	1,031	1,929	851	951	1,802	127	93.	5	16	15	.	1	5	6	19

CLASSIFICATIONS AND AGES, JUNE, 1881.

	First year class.	Second year class.	Third year class.	Fourth year class.	Fifth year class.	Sixth year class.	Out of course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years and over.
Normal	38	31	33	52	61	48	47	69	2	9	28	64	66	49	38	69
Latin	27	28	33	52	61	48	47	296	2	9	28	64	66	49	38	40
Girls' Latin . . . . .	..	12	22	25	37	30	..	126	..	4	9	20	27	28	18	20
English High	126	103	84	2	..	..	..	315	..	..	4	41	81	88	47	54
Girls' High	203	97	102	46	..	..	..	448	..	..	..	14	51	80	105	189
Roxbury High	93	47	25	..	..	..	..	165	..	..	..	13	32	58	39	23
Dorchester High	38	24	26	..	..	..	..	88	..	..	..	1	6	27	28	26
Charlestown High	53	31	36	8	..	..	..	128	..	..	..	1	7	44	22	54
West Roxbury High	25	21	13	..	..	..	..	59	..	..	..	2	7	19	10	21
Brighton High	20	9	15	..	..	..	..	44	..	..	1	5	7	11	9	11
East Boston High	44	26	..	..	..	..	..	70	..	..	..	3	16	23	15	13
Totals	667	429	356	133	98	78	47	1,808	2	13	42	164	300	436	331	520
Percentages	36.8	23.7	19.6	7.4	5.5	4.4	2.6	100	.1	.7	2.2	9.	16.5	24.1	18.2	29.2

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1881.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Avg'e No. of Pupils to a Regular Teacher.
Normal	2	70	35.0
Latin	11	313	28.4
Girls' Latin	4	128	32.0
English High	13	339	26.0
Girls' High	17	497	29.2
Roxbury High	5	179	35.8
Dorchester High	3	94	31.3
Charlestown High	5	130	26.0
West Roxbury High	2	62	31.0
Brighton High	2	46	23.0
East Boston High	2	71	35.5
Totals	66	1,929	29.2

Graduates, June, 1881.

SCHOOLS.	Regular course.	Two years' course.	Three years' course.	Four years' course.	Total.
Normal	38	.....	.....	.....	38
Latin	27	.....	.....	.....	27
Girls' Latin .....	.....	.....	.....	.....	.....
English High .....	.....	58	69	.....	127
Girls' High .....	.....	66	92	37	195
Roxbury High .....	.....	42	25	.....	67
Dorchester High .....	.....	21	24	.....	45
Charlestown High .....	.....	25	33	6	64
West Roxbury High .....	.....	21	13	.....	34
Brighton High .....	.....	9	14	.....	23
East Boston High .....	.....	25	.....	.....	25
Totals	65	267	270	43	645

GRAMMAR SCHOOLS.

Semi-Annual Returns to June, 1881.

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams	373	166	539	319	134	453	86	86.	1	1	1	1	9
Allston	181	182	363	151	144	295	68	80.	1	.	.	1	2 5
Andrew	369	276	645	288	204	492	153	76.	1	1	.	2	2 7
Bennett	152	154	306	136	133	269	37	88.	1	.	.	1	1 4
Bigelow	762	.	762	710	.	710	52	93.	1	1	1	1	1 11
Bowditch . . . . .	.	304	304	.	257	257	47	85.	1	.	.	1	1 6
Bowdoin . . . . .	.	403	403	.	348	348	55	86.	1	.	.	2	1 6
Brimmer	653	.	653	595	.	595	58	91.	1	1	1	1	1 10
Bunker Hill	302	353	655	276	318	594	61	91.	1	1	.	2	2 8
Central	305	.	305	270	.	270	35	89.	1	.	.	1	1 4
Chapman	309	326	635	270	282	552	83	87.	1	1	.	2	2 7
Charles Sumner	108	95	203	94	79	173	30	85.	.	1	.	.	1 3
Comins	365	476	841	333	421	754	87	90.	1	1	.	3	2 11
Dearborn	419	419	838	359	352	711	127	85.	1	1	.	2	3 12
Dillaway . . . . .	.	392	392	.	340	340	52	87.	1	.	.	2	1 5
Dorchester-Everett	225	228	453	197	197	394	59	87.	1	.	1	1	1 6
Dudley	523	.	523	472	.	472	51	90.	1	1	.	1	1 7
Dwight	619	.	619	573	.	573	46	93.	1	1	1	1	1 9
Eliot	913	.	913	800	.	800	113	88.	1	1	2	1	1 13
Emerson	318	272	590	281	235	516	74	89.	1	1	.	2	2 8
Everett . . . . .	.	682	682	.	605	605	77	89.	1	.	.	2	3 9
Franklin ¹	17	725	742	15	635	650	92	88.	1	.	.	2	3 10
Frothingham	263	287	550	234	249	483	67	88.	1	1	.	1	1 9
Gaston . . . . .	.	428	428	.	383	383	45	89.	1	.	.	2	1 6
Gibson	112	135	247	96	108	204	43	83.	.	1	.	.	2 4
Hancock . . . . .	.	594	594	.	486	486	108	82.	1	.	.	2	2 9
Harris	102	140	242	90	118	208	34	86.	.	1	.	.	1 4
Harvard	275	292	567	239	250	489	78	86.	1	1	.	1	1 9

¹ Including mixed ungraded class.

GRAMMAR SCHOOLS. — *Continued.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence, Per cent. of Attendance.	Masters.	Sub-masters.	2d Sub-masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Hillside . . . . .	...	321	321	...	266	266	55 83.	1	.	.	1	1	4
Lawrence	830	...	830	783	...	783	47 94.	1	1	2	1	1	12
Lewis	322	331	653	259	290	579	74 88.	1	1	.	2	2	8
Lincoln	702	...	702	649	...	649	53 92.	1	1	1	1	1	10
Lowell	279	227	506	239	195	434	72 86.	1	1	.	1	1	7
Lyman	408	181	589	359	155	514	75 87.	1	1	.	2	2	7
Mather	158	157	315	133	126	259	56 82.	1	.	.	1	1	4
Minot	127	127	254	115	111	226	28 89.	.	1	.	.	1	4
Mt. Vernon	74	74	148	67	64	137	17 89.	.	.	1	.	.	4
Norcross . . . . .	...	681	681	...	628	628	53 92.	1	.	.	2	3	9
Phillips	732	...	732	652	...	652	80 89.	1	1	1	1	1	11
Prescott	215	233	448	198	210	408	40 91.	1	.	1	1	1	6
Prince	135	181	316	105	136	241	75 76.	1	.	.	1	1	4
Quincy	506	...	506	455	...	455	51 90.	1	1	1	1	1	8
Rice	625	...	625	545	...	545	80 87.	1	1	1	1	1	8
Sherwin	414	436	850	376	393	769	81 90.	1	1	.	2	3	11
Shurtleff . . . . .	...	667	667	...	578	578	89 86.	1	.	.	2	3	8
Stoughton	120	127	247	106	105	211	36 86.	.	1	.	.	1	4
Tileston	34	42	76	29	33	62	14 82.	.	.	.	1	.	1
Warren	297	335	632	271	298	569	63 90.	1	1	.	2	2	8
Wells . . . . .	...	523	523	...	455	455	68 87.	1	.	.	2	1	8
Winthrop . . . . .	...	818	818	...	731	731	77 89.	1	.	.	2	4	11
Totals	13,643	12,790	26,433	12,169	11,053	23,221	3,212 87.9	43	29	14	65	74	368

GRAMMAR SCHOOLS.
Number of Pupils in each Class, Whole Number, and Ages, June, 1881.

Schools.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years and over.
Adams	29	90	68	91	103	114	. . .	495	1	10	60	66	87	75	69	65	62
Allston	27	35	49	105	93	49	. . .	258	1	5	13	40	38	59	72	52	78
Andrew	30	57	47	107	206	192	. . .	639	. . .	6	42	110	103	127	119	55	77
Bennett	14	18	49	57	55	108	. . .	301	. . .	2	27	52	46	55	52	35	32
Bigelow	41	41	87	151	193	175	. . .	718	. . .	21	90	120	145	109	134	54	45
Bowditch	15	18	29	72	71	93	. . .	298	. . .	11	31	35	53	61	57	33	14
Rowdoin	31	37	86	90	87	61	. . .	394	6	4	34	62	62	70	69	39	48
Brimmer	36	45	84	90	142	187	39	623	. . .	11	45	101	148	106	90	61	61
Bunker Hill	38	48	89	93	152	146	47	613	. . .	8	44	108	122	99	102	76	54
Central	18	28	44	48	87	66	. . .	291	. . .	4	26	37	45	52	57	39	31
Chapman	35	44	107	110	165	167	. . .	628	. . .	24	62	56	107	104	84	99	92
Charles Sumner	8	17	25	39	47	48	. . .	184	. . .	. . .	7	27	32	43	30	31	14
Comins	31	59	128	179	198	185	. . .	780	. . .	5	49	133	151	167	103	91	81
Dearborn	36	80	75	92	205	297	. . .	785	. . .	7	36	115	176	164	118	95	64
Dillaway	30	48	44	56	93	106	. . .	377	. . .	8	37	52	72	58	41	61	48
Dorchester-Everett	22	40	73	84	101	99	. . .	419	. . .	1	30	62	74	81	57	46	68
Dudley	39	50	97	98	112	113	. . .	509	. . .	4	40	81	87	101	88	65	43
Dwight	45	83	73	91	163	159	30	584	. . .	3	40	101	101	93	89	86	71
Elliot	28	31	153	100	194	272	95	873	3	21	114	144	155	156	127	108	45
Emerson	35	59	85	114	116	148	. . .	537	. . .	7	35	79	87	100	96	64	89
Everett	42	84	88	120	136	145	. . .	615	. . .	8	39	74	100	111	84	74	125
Franklin	42	132	74	134	129	89	33	633	1	7	36	91	109	85	107	85	112
Frothingham	29	37	83	98	99	137	33	516	1	5	44	86	111	91	93	53	32

Gaston	29	40	46	99	104	96	. . .	414	. . .	5	38	43	77	74	60	53	64
Gibson	15	30	23	44	59	66	. . .	237	. . .	2	18	42	42	42	35	32	24
Hancock	34	32	33	77	187	108	109	580	. . .	30	61	97	117	91	78	55	51
Harris	23	29	39	51	53	53	. . .	239	. . .	11	26	36	46	36	26	36	22
Harvard	33	49	100	100	144	98	17	541	. . .	3	39	70	105	115	94	62	53
Hillside	23	38	63	58	72	54	. . .	308	. . .	2	23	36	53	57	56	37	44
Lawrence	31	88	136	126	193	158	44	776	. . .	10	73	157	147	162	129	68	30
Lewis	48	99	108	106	112	160	. . .	633	. . .	9	46	87	116	101	94	56	124
Lincoln	44	45	99	144	139	153	46	670	. . .	11	60	117	123	120	122	70	47
Lowell	32	49	101	101	154	56	. . .	463	. . .	1	40	67	91	106	76	63	49
Lynan	28	48	53	74	145	155	40	543	. . .	12	40	85	81	100	100	63	62
Mather	18	27	45	58	111	59	. . .	318	. . .	3	16	43	49	55	66	39	47
Minot	14	44	49	50	48	50	. . .	245	. . .	8	26	25	48	29	42	25	39
Mt. Vernon	15	18	20	24	31	32	. . .	140	. . .	3	12	27	28	22	27	12	9
Norcross	35	88	92	80	181	155	. . .	631	. . .	13	57	90	138	116	98	72	47
Phillips	27	44	80	140	157	206	37	691	1	16	87	111	134	138	95	53	55
Prescott	34	48	46	90	105	106	. . .	429	. . .	. . .	14	55	97	84	55	52	72
Prince	21	36	49	50	61	94	. . .	311	1	12	38	56	47	63	44	35	15
Quincy	34	30	66	73	118	138	. . .	459	. . .	11	59	91	82	73	74	43	26
Rice	26	49	58	163	119	123	31	619	. . .	13	58	101	131	92	114	54	56
Sherwin	34	98	72	190	182	220	. . .	794	. . .	10	55	119	158	139	128	97	88
Shurtliff	51	47	94	91	190	149	. . .	622	3	20	76	88	111	88	89	77	70
Stoughton	20	17	47	50	50	63	. . .	247	. . .	5	25	37	42	26	50	29	33
Tilston	11	6	10	11	20	12	. . .	70	. . .	1	9	7	11	14	11	8	9
Warren	40	42	89	105	140	196	. . .	612	. . .	6	52	83	120	103	114	78	56
Wells	42	28	87	50	96	98	34	485	1	9	39	75	81	80	88	51	61
Winthrop	54	96	88	152	203	152	30	775	. . .	11	61	125	157	112	117	86	106
Totals	1,527	2,445	3,560	4,646	6,061	6,168	665	25,072	19	422	2,129	3,805	4,643	4,405	4,030	2,873	2,746
Percentages	6.1	9.8	14.3	18.2	24.3	24.6	2.7	100	.07	1.7	8.5	15.2	18.6	17.5	16.07	11.46	10.9

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1881.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams.....	12	539	44.9	Harris	5	242	48.4
Allston	8	363	45.4	Harvard ...	12	567	47.2
Andrew.....	12	645	53.7	Hillside	6	321	53.5
Bennett	6	306	51.	Lawrence ..	17	830	48.7
Bigelow	15	762	50.8	Lewis.....	13	653	50.2
Bowditch...	8	304	38.	Lincoln	14	702	50.1
Bowdoin....	9	403	44.8	Lowell.....	10	506	50.6
Brimmer....	14	653	46.6	Lynman	12	589	49.
Bunker Hill.	13	655	50.4	Mather	6	315	52.5
Central	6	305	50.8	Minot	5	254	50.8
Chapman ...	12	635	52.9	Mt. Vernon.	4	148	37.
Chas. Sumner	4	203	50.7	Norcross ...	14	681	48.6
Comins	17	841	49.4	Phillips	15	732	48.8
Dearborn ...	18	838	46.5	Prescott....	9	448	49.7
Dillaway ...	8	392	49.	Prince	6	316	52.6
Dor.-Everett	9	453	50.3	Quincy.....	12	506	42.1
Dudley	10	523	52.3	Rice	12	625	52.
Dwight	13	619	47.6	Sherwin....	17	850	50.
Eliot	18	913	50.7	Shurtleff... ¹	13	667	51.3
Emerson....	13	590	45.3	Stoughton..	5	247	49.4
Everett	14	682	48.7	Tileston....	12	76	38.
Franklin....	15	742	49.8	Warren	13	632	48.6
Frothingham	12	550	45.8	Wells.....	11	523	47.5
Gaston	9	428	47.5	Winthrop ..	17	818	48.1
Gibson	6	247	41.1				
Hancock ...	13	594	45.7	Totals	544	26,433	48.6

¹ Principal included.

GRAMMAR SCHOOLS.

Graduates, June, 1881.

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams	21	5	26	Harris	10	13	23
Allston.....	8	15	23	Harvard.....	9	16	25
Andrew	19	11	30	Hillside .....	..	23	23
Bennett	7	6	13	Lawrence	28	..	28
Bigelow	40	..	40	Lewis	20	28	48
Bowditch.....	..	15	15	Lincoln	44	..	44
Bowdoin .....	..	17	17	Lowell	12	18	30
Brimmer	36	..	36	Lyman	16	10	26
Bunker Hill	18	20	38	Mather.....	5	13	18
Central	18	..	18	Minot	6	8	14
Chapman.....	19	16	35	Mt. Vernon.....	5	7	12
Charles Sumner.....	3	5	8	Norcross .....	..	32	32
Comins.....	13	18	31	Phillips	25	..	25
Dearborn.....	16	16	32	Prescott.....	11	22	33
Dillaway .....	..	28	28	Prince	5	16	21
Dor.-Everett.....	8	14	22	Quincy.....	29	..	29
Dudley	24	..	24	Rice	35	..	35
Dwight.....	44	..	44	Sherwin.....	11	24	35
Eliot.....	28	..	28	Shurtleff .....	..	51	51
Emerson	11	21	32	Stoughton	12	8	20
Everett .....	..	42	42	Tileston.....	2	6	8
Franklin .....	..	41	41	Warren	21	18	39
Frothingham.....	9	19	28	Wells .....	..	24	24
Gaston .....	..	29	29	Winthrop.....	..	51	51
Gibson	6	9	15				
Hancock .....	..	22	22	Totals.....	654	757	1,411

PRIMARY SCHOOLS.

Semi-Annual Returns to June, 1881.

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Under 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams	6	266	110	376	211	82	293	83	77.9	217	165	382
Allston	6	157	144	301	131	116	247	54	82.	191	125	316
Andrew	10	273	264	537	231	214	445	92	82.8	298	236	534
Bennett	5	127	116	243	103	90	193	50	79.4	169	102	271
Bigelow	12	390	271	661	347	234	581	80	87.8	381	286	667
Bowditch	10	263	206	469	226	171	397	72	84.6	294	192	486
Bowdoin	12	322	311	633	275	249	524	109	82.7	364	263	627
Brimmer	8	193	227	420	168	196	364	56	86.6	193	202	395
Bunker Hill	11	304	322	626	261	268	529	97	84.5	304	315	619
Central	4	101	87	188	72	59	131	57	69.6	102	88	190
Chapman	10	328	233	561	284	189	473	88	84.3	350	236	586
Charles Sumner . .	4	127	109	236	103	86	189	47	80.	123	127	250
Comins	19	548	569	1,117	474	460	934	183	83.6	603	515	1,118
Dearborn	18	515	501	1,016	411	373	784	232	77.1	518	525	1,043
Dor.-Everett . . .	8	240	202	442	181	146	327	115	73.9	244	188	432
Dudley	11	327	256	583	267	203	470	113	80.6	296	302	598
Dwight	7	178	206	384	149	168	317	67	82.5	218	162	380
Eliot	10	372	125	497	323	105	428	69	86.1	344	154	498
Emerson	9	281	192	473	238	154	392	81	82.8	235	248	483
Everett	12	323	327	650	283	273	556	94	85.5	275	362	637
Franklin	13	359	362	721	311	305	616	105	85.4	373	349	722
Frothingham . . .	8	229	232	461	198	191	389	72	84.3	230	235	465
Gaston	10	269	263	532	237	221	458	74	86.	266	275	541
Gibson	6	136	111	247	108	87	195	52	78.9	141	131	272
Hancock	13	395	317	712	354	274	628	84	88.2	487	234	721
Harris	3	94	68	162	73	44	117	45	72.2	100	69	169
Harvard	13	355	368	723	296	308	604	119	83.5	362	358	720

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Under 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hillside . . .	4	97	94	191	73	70	143	48	74.8	105	90	195
Lawrence . .	22	948	257	1,205	852	225	1,077	128	89.3	624	568	1,192
Lewis	10	256	292	548	204	213	417	131	76.	296	261	557
Lincoln . . .	6	247	113	360	212	90	302	58	83.8	190	177	367
Lowell	11	350	302	652	294	251	545	107	83.5	365	294	659
Lyman	6	239	99	338	208	84	292	46	86.3	192	161	353
Mather	6	166	181	347	124	132	256	91	73.7	177	146	323
Minot	4	99	78	177	86	63	149	28	84.1	115	71	186
Mount Vernon	3	61	62	123	52	52	104	19	84.5	75	58	133
Norcross . . .	7	372	372	744	339	339	678	33	91.1	227	152	379
Phillips . . .	4	129	84	213	108	66	174	39	81.6	114	98	212
Prescott . . .	8	253	209	462	222	176	398	64	86.1	227	232	459
Prince	3	62	63	125	39	39	78	47	62.4	72	50	122
Qulncy	7	251	163	414	220	134	354	60	85.5	242	168	410
Rice	8	251	219	470	185	149	334	136	71.	255	228	483
Sherwin . . .	15	429	384	813	371	322	693	120	85.2	424	369	793
Shurtleff . . .	8	233	198	431	203	165	368	63	85.3	252	165	417
Stoughton . .	3	83	82	165	66	61	127	38	76.9	109	66	175
Tileston . . .	1	30	23	53	24	16	40	13	75.4	32	23	55
Warren	7	245	203	448	199	163	362	86	80.8	189	202	391
Wells	11	312	281	593	270	237	507	86	85.4	328	189	517
Winthrop . .	6	183	154	337	157	126	283	54	83.9	194	130	324
Totals . . .	418	12,396	10,412	22,808	10,484	8,439	18,923	3,885	83.	12,482	10,342	22,824

PRIMARY SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June, 1881.

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years, and under.	Six years.	Seven years.	Eight years.	Nine years and over.
Adams	94	110	169	382	41	79	97	77	88
Allston	84	118	114	316	34	71	86	68	57
Andrew	105	170	259	534	74	89	135	115	121
Bennett	51	90	130	271	36	57	76	53	49
Bigelow	219	184	264	667	52	156	173	165	121
Bowditch	92	168	226	486	69	119	106	97	95
Bowdoin	155	174	298	627	79	137	148	113	150
Brimmer	95	112	188	395	20	50	122	111	92
Bunker Hill	120	229	270	619	58	125	121	154	161
Central	39	56	95	190	22	37	43	32	56
Chapman	159	155	272	586	70	119	161	107	129
Chas. Sumner	50	90	110	250	30	42	51	50	77
Comins	355	322	441	1,118	120	228	255	238	277
Dearborn	264	271	508	1,043	116	177	225	199	326
Dor.-Everett	91	99	242	432	52	83	89	104	104
Dudley	185	122	291	598	51	111	134	151	151
Dwight	112	111	157	380	33	79	106	64	98
Eliot	105	165	228	498	90	120	134	101	53
Emerson	108	155	220	483	38	78	102	119	146
Everett	195	201	241	637	40	107	128	162	200
Franklin	215	215	292	722	61	139	173	164	185
Frothingham	124	179	162	465	29	87	114	123	112
Gaston	108	220	213	541	71	82	113	144	131
Gibson	62	81	129	272	30	55	55	66	66
Hancock	156	215	350	721	96	183	206	139	97
Harris	25	72	72	169	22	34	44	37	32
Harvard	160	205	355	720	44	142	170	177	187
Hillside	46	71	78	195	17	40	48	46	44

PRIMARY SCHOOLS. — *Continued.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years, and under.	Six years.	Seven years.	Eight years.	Nine years and over.
Lawrence	300	317	575	1,192	135	231	258	293	275
Lewis	156	118	283	557	58	108	130	148	113
Lincoln	101	117	149	367	57	58	75	86	91
Lowell	169	212	278	659	74	133	158	148	146
Lyman	103	104	146	353	33	77	82	73	88
Mather	48	142	133	323	54	58	65	67	79
Minot	49	52	85	186	39	45	31	38	33
Mt. Vernon	34	46	53	133	15	33	27	33	25
Norcross	95	93	191	379	59	71	85	78	86
Phillips	36	79	97	212	30	41	43	45	53
Prescott	115	141	203	459	39	88	100	94	138
Prince	29	43	50	122	4	29	39	37	13
Quincy	97	158	155	410	70	75	97	76	92
Rice	107	224	152	483	27	103	125	114	114
Sherwin	204	205	384	793	66	175	182	157	213
Shurtleff	108	111	198	417	54	92	106	94	71
Stoughton	55	30	90	175	24	39	46	38	28
Tileston	17	15	23	55	5	13	14	15	8
Warren	108	112	171	391	44	73	72	92	110
Wells	145	208	164	517	83	103	142	102	87
Winthrop	92	108	124	324	31	83	80	72	58
Totals	5,742	7,004	10,078	22,824	2,496	4,554	5,372	5,076	5,326
Percentages	25.2	30.7	44.1	100	11.	20.	23.5	22.2	23.3

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June, 1881.

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams	6	376	62.6	Harvard ...	13	723	55.6
Allston	6	301	50.1	Hillside	4	191	47.7
Andrew	10	537	53.7	Lawrence ..	22	1,205	54.7
Bennett	5	243	48.6	Lewis	10	548	54.8
Bigelow	12	661	55.	Lincoln	6	360	60.
Bowditch ...	10	469	46.9	Lowell	11	652	59.2
Bowdoin ...	12	633	52.7	Lyman	6	338	56.3
Brimmer ...	8	420	52.5	Mather	6	347	57.8
Bunker Hill.	11	626	56.9	Minot	4	177	44.2
Central	4	188	47.	Mt. Vernon	3	123	41.
Chapman ...	10	561	56.1	Norcross ...	7	372	53.1
Ch's Sumner	4	236	59.	Phillips	4	213	53.2
Comins	19	1,117	58.8	Prescott ...	8	462	57.7
Dearborn ..	18	1,016	56.4	Prince	3	125	41.6
Dor.-Everett	8	442	55.2	Quincy	7	414	59.1
Dudley	11	583	53.	Rice	8	470	58.7
Dwight	7	384	54.8	Sherwin ...	15	813	54.2
Eliot	10	497	49.7	Shurtleff ...	8	431	53.8
Emerson ...	9	473	52.5	Stoughton ..	3	165	55.
Everett	12	650	54.1	Tileston	1	53	53.
Franklin ...	13	721	55.4	Warren	7	448	64.
Frothingham	8	461	57.6	Wells	11	593	53.9
Gaston	10	532	53.2	Winthrop ..	6	337	56.1
Gibson	6	247	41.1				
Hancock	13	712	54.7	Totals	418	22,808	54.6
Harris	3	162	54.				

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools, June, 1881.

DISTRICTS.	Boys.	Girls.	Totals.	DISTRICTS.	Boys.	Girls.	Totals.
Adams.....	44	20	64	Harris.....	16	7	23
Allston	42	34	76	Harvard....	55	85	140
Andrew	44	56	100	Hillside	20	26	46
Bennett	22	25	47	Lawrence ..	209	83	292
Bigelow	93	54	147	Lewis	80	87	167
Bowditch	58	37	95	Lincoln	71	27	98
Bowdoin	56	42	98	Lowell	72	57	129
Brimmer	57	56	113	Lyman	44	23	67
Bunker Hill....	37	54	91	Mather.....	25	26	51
Central	38	25	63	Minot	22	25	47
Chapman	62	57	119	Mt. Vernon..	16	17	33
Charles Sumner	20	25	45	Norcross ...	..	90	90
Comins	104	124	228	Phillips	18	18	36
Dearborn	95	123	218	Prescott....	38	40	78
Dor.-Everett ...	56	38	94	Prince	11	12	23
Dudley	71	58	129	Quincy	76	28	104
Dwight	31	63	94	Rice	62	60	122
Eliot	54	23	77	Sherwin....	90	92	182
Emerson	55	49	104	Shurtleff...	46	8	54
Everett	95	92	187	Stoughton ..	14	26	40
Franklin	64	76	140	Tileston	10	7	17
Frothingham ...	42	48	90	Warren	48	36	84
Gaston.....	55	85	140	Wells	59	62	121
Gibson.....	36	26	62	Winthrop ..	28	59	87
Hancock	63	61	124				
				Total.....	2,524	2,352	4,876

EVENING SCHOOLS.

November, 1880. — March, 1881.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
High	100	915	615	130	52	182	9	23
Anderson Street . . .	83	189	114	42	17	59	6	12
Bigelow School, S.B. .	97	594	184	99	24	133	12	12
Blossom Street	101	304	187	85	47	132	11	13
Brighton	76	113	53	28	3	31	3	15
Comins School, Rox. .	101	248	106	49	21	70	7	12
Dearborn School, Rox.	98	402	181	69	23	92	8	13
Dorchester	72	115	45	25	2	27	3	13
Lyman School, E.B. .	99	372	195	41	13	54	6	11
Hudson Street	99	279	72	33	16	49	5	12
Central School, J.P. .	72	89	32	16	. .	16	3	8
Lincoln School, S.B. .	98	164	68	26	20	46	5	11
Nepouset	69	80	43	14	5	19	3	9
Eliot School-house . .	100	613	198	62	38	100	8	14
Old Franklin School .	82	480	211	78	25	103	8	15
Warren School, Ch'n .	98	271	119	57	11	68	6	14
Warrenton-st. Chapel .	62	320	116	28	39	67	6	13
Washington Village .	90	286	98	51	2	63	6	13
Totals	1,597	5,834	2,637	933	378	1,311	115	13

DRAWING.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Average No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Appleton Street .	64	133	93	45	23	68	3	34
Charlestown . . .	64	120	85	49	7	56	3	28
East Boston . . .	64	82	48	28	7	35	2	35
Roslindale	64	41	26	16	5	21	2	21
Roxbury	64	125	61	34	12	46	3	23
Tennyson Street .	64	121	63	51	. .	51	3	26
Totals	384	622	376	223	54	277	16	27.7

CLASSIFICATION AND AGES, JUNE, 1881.

Normal, Latin, and High Schools.

	Under 11 yrs.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years.		18 years.		Over 18 years.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Normal.																						
Graduating Class																						
Post-graduate Class																						
Totals																						
Latin.																						
1st Class																						
2d "																						
3d "																						
4th "																						
5th "																						
6th "																						
Out of course																						
Totals																						

HIGH SCHOOLS. — Continued.

	Under 11 yrs.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years.		18 years.		Over 18 years.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Girls' Latin.																						
2d Class	5	.	7	.	12	12
3d "	5	.	10	.	6	1	.	22	22
4th "	2	.	7	10	.	.	5	1	.	.	.	25	25
5th "	2	7	.	13	.	12	.	.	3	.	.	.	.	37	37
6th "	4	1	.	11	.	7	.	1	.	.	.	.	.	.	.	30	30
Totals	4	9	.	20	.	27	.	28	.	18	.	12	.	8	.	126	126
English High.																						
1st year Class	3	.	34	.	52	.	29	.	4	.	4	.	.	.	126	.
2d "	1	.	7	.	24	.	28	.	21	.	5	.	.	.	86	.
3d "	2	.	25	.	15	.	19	.	14	.	75	.
4th "	2	.	2	.
Special Class A	1	.	5	.	4	.	7	.	.	17	.	17
Special Class B	2	.	1	.	3	.	3	.	.	9	.	9
Totals	4	.	41	.	81	.	88	.	47	.	38	.	16	.	315	315

Girls' High.

1st year Class . . . . .	..	..	..	..	..	..	..	..	13	..	45	..	66	..	42	..	32	..	5	..	203	203
2d " . . . . .	..	..	..	..	..	..	..	..	1	..	6	..	16	..	37	..	24	..	13	..	97	97
3d " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	7	..	23	..	44	..	28	..	102	102
4th " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	20	..	23	..	46	46
Totals . . . . .	..	..	..	..	..	..	..	..	14	..	51	..	89	..	105	..	120	..	69	..	448	448

Roxbury High.

1st year Class . . . . .	..	..	..	..	..	..	..	..	8	4	15	12	13	26	5	6	1	3	..	..	42	51	93
2d " . . . . .	..	..	..	..	..	..	..	..	1	..	3	2	5	9	8	10	2	5	..	2	10	28	47
3d " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	4	1	6	4	1	1	5	3	16	9	25
Totals . . . . .	..	..	..	..	..	..	..	..	9	4	18	14	22	36	19	20	4	9	5	5	77	88	165

Dorchester High.

1st year Class	1	4	12	5	7	9	20	18	38
2d " . . . . .	..	..	..	..	..	..	..	..	1	1	..	6	4	3	5	1	2	..	1	11	13	24
3d " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	1	3	2	16	4	22	26
Totals . . . . .	..	..	..	..	..	..	..	..	1	2	4	18	9	11	17	2	5	2	17	35	53	88

Charlestown High.

1st year Class . . . . .	..	..	..	..	..	..	..	..	..	1	5	2	14	20	2	8	1	..	..	..	22	31	53
2d " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	6	2	3	3	4	9	1	3	14	17	31
3d " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	1	1	2	4	3	9	5	11	11	25	36
4th " . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	2	5	3	5	8
Totals . . . . .	..	..	..	..	..	..	..	..	..	1	5	2	21	23	7	15	9	18	8	19	50	78	128

CLASSIFICATION, ETC. — *Continued.*

	Under 11 yrs.		11 years.		13 years.		14 years.		15 years.		16 years.		17 years.		18 years.		Over 18 years.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Brighton High.																				
1st year Class	1	..	3	2	3	3	1	5	1	..	..	..	1	9	11	20
2d "	1	..	3	3	1	..	1	..	3	6	9
3d "	2	..	4	1	3	1	4	2	13
Totals	1	..	3	2	3	4	1	10	4	5	1	4	1	5	14	30
West Roxbury High.																				
1st year Class	1	..	4	1	5	9	..	2	1	2	..	..	11	14
2d "	1	2	..	2	2	2	4	..	4	..	4	6	15
3d "	1	..	..	2	3	2	1	4	5	8
Totals	1	1	6	1	8	11	2	8	4	8	1	8	22	37
East Boston High.																				
1st year Class	3	..	8	3	9	10	3	4	..	3	1	..	24	20
2d "	3	2	4	..	2	6	..	1	1	7	10	16
Totals	3	..	11	5	13	10	5	10	..	4	2	7	34	36

CLASSIFICATION AND AGES, JUNE, 1881.
Grammar Schools.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Adams School.																									
1st Class	1	..	8	1	11	4	1	1	1	1	22	7	29
2d "	4	2	14	2	21	9	16	4	5	7	3	3	63	27	90
3d "	1	..	5	1	13	11	12	7	9	6	..	2	..	1	..	..	40	28	68
4th "	3	5	2	24	9	19	6	13	4	3	2	1	..	..	..	..	..	65	26	91
5th "	1	1	18	7	20	8	15	6	8	5	9	1	2	1	1	..	..	..	..	..	73	30	103
6th "	1	..	3	5	23	9	17	13	22	5	4	3	2	4	3	..	..	..	..	..	..	..	75	39	114
Totals	1	..	4	6	41	19	43	23	65	21	48	27	51	18	46	19	29	10	6	9	4	4	338	157	495
Alliston School.																									
1st Class	2	..	1	2	4	3	3	2	..	10	10	17	27
2d "	1	..	..	6	4	7	3	2	4	6	1	1	13	22	35
3d "	1	..	2	..	3	..	5	6	5	7	2	6	1	7	..	4	19	30	49
4th "	1	5	6	19	8	14	17	12	8	9	2	3	1	..	..	62	43	105
5th "	1	8	8	12	8	16	11	10	10	2	3	..	4	..	..	..	..	48	45	93
6th "	..	1	..	5	5	7	12	10	4	1	1	..	2	..	1	..	..	..	..	..	..	..	25	24	49
Totals	..	1	..	5	5	8	21	19	23	15	40	19	33	39	25	27	18	17	11	16	1	15	177	181	358

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Andrew School.																									
1st Class	2	..	1	1	10	8	6	2	19	11	30
2d "	10	3	10	8	7	15	2	2	..	..	29	28	57
3d "	2	..	5	2	11	11	7	3	1	3	1	1	..	..	27	20	47
4th "	4	6	18	22	16	20	10	5	4	2	..	..	..	..	52	55	107
5th "	1	..	1	2	13	29	32	21	39	15	22	17	5	3	..	3	1	1	1	..	115	91	206
6th "	1	4	21	18	46	22	29	9	16	10	7	2	2	..	3	1	..	..	1	..	126	66	192
Totals	2	4	22	20	59	51	67	36	78	49	66	53	36	19	16	25	14	12	8	2	308	271	639
Bennett School.																									
1st Class	2	..	3	1	2	4	..	1	..	1	7	7	14
2d "	1	5	3	3	2	..	2	3	1	2	..	1	8	10	18
3d "	4	5	10	3	8	7	2	6	2	1	..	1	26	23	49
4th "	6	1	11	8	7	12	6	3	..	3	..	..	..	..	30	27	57
5th "	7	5	7	11	5	8	5	3	1	2	..	..	..	..	..	..	..	..	26	29	55
6th "	2	15	11	17	23	11	10	6	7	3	1	1	1	..	..	..	..	..	..	53	55	108
Totals	2	..	16	11	24	28	24	22	26	29	30	22	21	14	6	16	3	4	..	3	150	151	301

Bigelow School.

Bigelow School.																	
1st Class	1	5	9	20	6	..	41	..	41
2d "	7	15	11	6	6	2	..	41	..	41
3d "	4	13	42	20	8	8	..	..	87	..	87
4th "	8	..	52	52	56	12	1	1	..	..	181	..	181
5th "	21	..	58	..	65	31	45	2	1	1	..	..	193	..	193
6th "	21	..	69	..	54	24	5	1	1	1	..	..	175	..	175
Totals	21	..	90	..	145	109	134	54	37	8	..	..	718	..	718

Bowditch School.

Bowditch School.												
1st Class	..	..	..	..	..	..	..	1	7	5	1	15
2d "	..	..	..	..	..	2	6	6	6	4	..	18
3d "	..	..	..	..	2	6	15	6	6	..	..	29
4th "	..	..	2	14	31	13	10	..	2	..	..	72
5th "	..	..	12	23	14	13	13	1	1	..	..	71
6th "	..	14	26	21	14	8	9	1	1	..	..	93
Totals	..	14	31	35	53	61	57	33	12	1	1	298

GRAMMAR SCHOOLS. — Continued.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Bowdoin School.																								
1st Class																								
2d "																								
3d "																								
4th "																								
5th "																								
6th "																								
Totals																								
Brimmer School.																								
1st Class																								
2d "																								
3d "																								
4th "																								
5th "																								
6th "																								
Ungraded Class																								
Totals																								

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Chapman School.																										
1st Class	2	..	3	..	8	6	4	5	2	5	19	16	35	
2d "	1	3	8	7	11	4	3	6	..	1	23	21	44	
3d "	1	6	2	15	12	22	21	6	14	3	4	..	1	52	55	107		
4th "	7	6	18	13	20	7	11	6	1	..	..	..	..	..	48	62	110	
5th "	2	8	15	31	33	23	20	7	7	11	6	1	..	..	1	..	..	81	84	165	
6th "	13	11	26	34	12	21	17	12	12	5	1	3	..	..	..	..	..	..	..	..	81	86	167	
Totals	13	11	26	36	20	36	55	52	59	45	39	45	50	49	30	27	10	16	2	7	304	324	628	
Charles Sumner School.																										
1st Class	1	1	2	1	..	2	..	1	3	5	8	
2d "	1	..	1	1	7	2	2	2	..	1	..	..	11	6	17	
3d "	2	1	1	1	4	5	3	7	1	1	..	..	..	..	9	16	25	
4th "	1	5	8	10	3	4	6	1	..	1	..	..	..	..	18	21	39	
5th "	1	5	1	5	6	6	8	8	8	2	2	..	..	..	..	..	..	..	29	18	47	
6th "	3	3	13	8	6	6	4	2	1	1	1	..	..	..	..	..	..	..	28	20	48	
Totals	3	4	18	9	13	19	22	21	17	13	20	11	5	5	..	3	..	1	98	86	184	

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Dillaway School.																								
1st Class	3	7	9	4	7	..	..	30	30		
2d "	6	5	20	13	4	..	..	..	..	4	..	48	48	
3d "	3	11	23	7	..	..	..	..	..	..	..	44	44	
4th "	3	15	22	8	5	3	..	..	..	..	..	..	..	..	..	..	56	56	
5th "	1	7	20	29	29	17	12	6	1	..	..	..	..	..	..	..	..	..	..	93	93	
6th "	7	30	29	28	10	2	..	..	..	..	..	..	..	..	..	..	..	..	..	106	106	
Totals	8	37	52	72	58	41	61	..	33	8	7	..	..	..	..	..	..	..	377	377		
Dorchester-Everett School.																								
1st Class	1	2	5	2	7	8	14	22	..	..	..	..
2d "	1	2	5	11	2	4	3	9	1	12	28	40	..	
3d "	4	..	8	2	12	5	9	5	6	12	2	5	3	41	32	73
4th "	2	5	9	3	14	12	10	15	5	7	1	..	..	..	1	41	43	84	..	
5th "	2	15	7	19	14	17	17	3	6	1	..	..	..	..	..	..	55	46	101	..	
6th "	1	15	13	14	19	13	12	6	4	1	..	..	..	..	..	..	49	50	99	..		
Totals	1	15	15	31	31	45	29	45	36	29	28	22	24	11	21	6	16	2	12	206	213	419

Budley School.

Burdley School.												
1st Class	1	1	1	1	6	11	10	8	2	30	39	
2d "				5	12	20	13			50	50	
3d "	2	11	31	26	26	19	7	1		97	97	
4th "	7	23	30	22	22	12	2			98	98	
5th "	8	34	32	22	13	2				112	112	
6th "	30	37	20	13	9	1				113	113	
Totals	40	81	87	101	88	65	32	9	21	500	509	

Leopold's High School.

Dwight School.													
1st Class							1			18	15	11	45
2d "							4		15	31	29	3	93
3d "				2				6	23	29	7		73
4th "					11		29	19		7	3		91
5th "			7	18			26	16		2			103
6th "	3	31	64	32			14	11	4				159
Ungraded Class			2	6	7		5	5	4	4	1		30
Totals	3	40	101	101			93	59	56	55	14	2	564

GRAMMAR SCHOOLS. — Continued.

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Frothingham School.																								
1st Class	1	..	3	..	1	6	2	10	2	2	1	1	10	20
2d "	6	6	7	12	5	1	..	..	..	..	18	37
3d "	1	..	7	13	21	17	9	10	2	2	1	..	..	..	41	83
4th "	2	10	12	16	21	21	12	14	3	3	2	..	..	1	..	..	45	98
5th "	3	2	17	20	22	21	5	4	2	1	1	1	..	..	..	..	..	..	50	99
6th "	3	2	15	21	17	16	22	18	6	10	2	5	..	..	..	..	..	..	..	65	137	
Ungraded Class	1	..	..	..	3	..	6	6	1	4	6	2	3	1	..	..	..	..	..	..	..	20	33	
Totals	1	..	3	2	21	23	42	44	56	55	41	50	49	44	21	32	11	13	3	3	1	249	516	
Gaston School.																								
1st Class	5	..	16	..	4	..	4	..	20
2d "	6	..	16	..	18	..	..	..	..	..	40
3d "	3	..	13	..	14	..	16	..	..	..	..	..	46
4th "	5	15	..	..	34	..	25	..	16	..	4	..	..	..	..	..	99
5th "	7	..	20	39	..	..	24	..	11	..	1	..	2	..	..	..	..	..	104
6th "	5	..	31	..	18	..	23	..	13	..	5	..	1	..	..	..	..	..	..	..	96
Totals	5	..	38	..	43	77	..	74	..	..	60	..	53	..	56	..	4	..	4	..	414

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
Harris School.																										
1st Class	1	..	6	1	1	7	1	4	1	1	10	13	23	
2d "	1	..	2	1	6	6	..	2	..	1	..	1	9	11	20	
3d "	1	..	2	4	4	3	5	10	3	4	..	2	..	1	..	..	15	24	39	
4th "	1	1	9	10	10	6	2	4	4	4	..	..	..	..	..	..	26	25	51	
5th "	5	4	9	13	4	8	2	5	..	1	..	2	..	..	..	..	..	..	29	33	53	
6th "	2	9	5	12	7	4	4	5	2	3	..	..	..	..	..	..	..	..	..	20	33	53		
Totals	2	9	10	16	18	18	19	27	19	17	10	16	19	17	1	11	1	6	1	2	100	139	239	
Harvard School.																										
1st Class	1	5	5	3	9	1	7	1	1	10	23	33	
2d "	3	1	6	6	9	6	7	4	3	3	..	1	28	21	49	
3d "	5	1	23	5	26	6	8	15	3	5	2	1	..	..	67	33	100	
4th "	8	1	8	13	20	14	11	13	4	6	1	1	..	..	..	..	52	48	100	
5th "	1	..	3	2	11	16	11	37	14	23	8	14	2	2	..	..	..	..	..	..	50	94	144	
6th "	2	..	15	15	17	13	12	12	4	6	1	1	..	..	..	..	..	..	..	..	51	47	98	
Ungraded Class	1	3	..	4	4	2	1	1	1	..	..	..	..	..	..	..	..	7	10	17		
Totals	3	..	19	20	36	34	40	65	65	50	53	41	28	34	14	19	6	11	1	2	205	270	541	

Lowell School.

Lowell School.																		
1st Class	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4th "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5th "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6th "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Totals	1	18	22	38	29	54	37	57	49	40	56	27	36	—	17	.	.	493

Lynn School.

[illegible]

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
Mather School.																									
1st Class	1	2	3	3	6	..	3	5	13	18
2d "	1	..	2	..	1	1	3	5	2	5	3	4	..	..	12	15	27
3d "	2	4	4	10	6	7	7	4	..	1	..	..	19	26	45
4th "	1	..	4	3	8	7	13	11	7	3	..	1	..	..	..	..	33	25	58
5th "	3	16	9	15	19	10	12	9	8	2	4	3	..	..	..	..	..	..	55	56	111
6th "	2	8	5	8	9	7	..	4	6	5	4	1	..	..	..	..	..	..	..	33	26	59	
Totals	3	8	8	25	18	27	22	26	29	32	34	19	20	14	13	6	11	..	3	157	161	318	
Minot School.																									
1st Class	1	..	5	2	..	4	..	2	6	8	14
2d "	1	1	9	5	6	6	4	4	4	2	..	2	24	20	44
3d "	3	2	2	3	8	7	4	3	2	2	1	1	..	1	20	19	39	
4th "	2	1	11	6	7	5	2	8	1	4	2	1	..	..	..	..	..	25	25	50
5th "	3	1	9	5	6	11	6	4	1	2	..	..	..	..	..	..	..	25	23	48	
6th "	7	1	12	10	6	5	4	5	..	..	..	..	..	..	..	..	..	..	..	29	21	50	
Totals	7	1	15	11	17	24	24	16	13	20	22	12	13	13	9	5	7	..	5	129	116	245	

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Phillips School.																									
1st Class	2	..	6	..	6	..	7	..	6	..	27	..	27
2d "	4	..	10	..	13	..	11	..	5	..	1	..	44	..	44
3d "	1	..	4	..	17	..	35	..	11	..	10	..	2	..	..	..	80	..	80
4th "	9	..	31	..	52	..	32	..	14	..	2	..	..	..	..	..	140	..	140
5th "	6	..	34	..	57	..	40	..	10	..	6	..	2	..	2	..	..	..	157	..	157
6th "	1	..	16	..	69	..	56	..	34	..	10	..	6	..	3	..	1	..	1	..	..	..	206	..	206
Ungraded Class	12	..	11	..	8	..	6	..	..	..	..	..	..	..	..	..	..	..	37	..	37
Totals	1	..	16	..	87	..	111	..	134	..	138	..	95	..	53	..	32	..	17	..	7	..	691	..	691
Prescott School.																									
1st Class	1	1	3	5	3	12	4	2	1	2	12	22	34
2d "	2	1	3	8	14	5	5	8	..	2	24	24	48
3d "	1	..	2	..	6	6	8	6	3	8	1	5	..	..	..	..	21	25	46
4th "	3	2	11	8	15	11	10	7	4	11	3	4	1	..	..	..	47	43	90
5th "	2	..	10	8	23	13	16	14	6	9	1	3	..	..	..	..	..	..	58	47	105
6th "	3	9	15	16	15	25	7	9	3	1	2	1	..	..	..	..	..	..	45	61	106
Totals	5	9	29	26	51	46	44	40	30	25	16	36	21	26	10	10	1	4	207	222	429

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Rice School.																									
1st Class	6	..	12	..	13	..	3	..	2	..	36	..	36
2d "	3	..	14	..	17	..	9	..	4	..	2	..	49	..	49
3d "	8	..	17	..	41	..	11	..	17	..	3	..	1	..	98	..	98
4th "	55	..	34	..	31	..	11	..	1	..	..	..	..	..	163	..	163
5th "	4	..	11	..	37	..	38	..	46	..	11	..	2	..	..	..	..	..	..	..	119	..	119
6th "	9	..	31	..	25	..	13	..	4	..	..	..	..	..	..	..	..	..	123	..	123
Ungraded Class	3	..	5	..	5	..	9	..	7	..	1	..	1	..	..	..	..	..	31	..	31
Totals	13	..	58	..	101	..	131	..	92	..	114	..	54	..	41	..	10	..	5	..	619	..	619
Sherwin School.																									
1st Class	1	4	2	4	5	1	10	2	5	11	23	34
2d "	4	2	10	10	21	15	10	16	4	2	..	2	49	47	96
3d "	1	..	8	8	9	11	7	11	5	4	1	7	..	..	31	41	72
4th "	2	13	19	33	26	22	32	16	16	16	5	4	..	..	..	..	91	99	190
5th "	4	5	23	21	37	40	19	13	7	9	2	1	1	..	..	..	..	..	93	89	182
6th "	9	1	19	27	40	31	22	26	15	11	7	10	2	..	..	..	..	..	..	..	114	106	220
Totals	9	1	23	32	65	54	73	85	79	60	55	73	52	45	25	29	6	19	2	7	389	405	794

Shurtleff School.														
1st Class	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4th "	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5th "	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6th "	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Totals	3	20	76	88	111	88	89	77	40	24	6	622		

[illegible]

GRAMMAR SCHOOLS. — *Continued.*

	Under 8 years.		8 years.		9 years.		10 years.		11 years.		12 years.		13 years.		14 years.		15 years.		16 years.		17 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Tileston School.																									
1st Class	1	1	..	1	1	2	1	2	..	1	..	1	3	8	11
2d "	1	1	2	..	..	1	1	..	..	..	..	2	4	6
3d "	1	..	1	..	1	..	1	2	1	2	2	..	..	..	..	..	..	..	6	4	10
4th "	1	..	1	2	1	1	3	..	..	..	1	1	1	..	..	..	..	4	7	11	
5th "	2	3	1	2	2	1	3	1	..	2	..	2	..	..	1	..	..	9	11	20	
6th "	1	2	1	1	1	2	2	..	..	..	1	1	..	..	..	..	..	..	..	6	6	12	
Totals	1	4	5	3	4	7	4	6	8	3	8	3	5	3	3	3	1	1	..	30	40	70	
Warren School.																									
1st Class	1	..	8	5	5	6	4	7	3	1	21	19	40
2d "	3	..	5	5	6	10	5	8	..	..	..	..	19	23	42
3d "	3	4	9	7	11	19	19	14	12	4	2	..	4	..	..	41	48	89
4th "	11	7	12	16	17	20	7	10	3	2	2	..	..	..	..	50	55	105
5th "	2	3	11	19	22	19	19	22	19	15	10	16	3	..	1	..	..	..	..	..	65	75	140
6th "	3	24	23	26	27	19	35	10	12	5	5	5	1	2	1	..	..	..	..	89	107	196	
Totals	3	3	26	57	46	52	68	53	50	49	65	39	39	19	18	4	11	3	1	285	327	632	

Wells School.

Wells School.															
1st Class . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2d " . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3d " . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4th " . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
5th " . . . . .	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
6th "	1	.	7	.	22	.	34	.	17	.	5	.	5	.	.
Ungraded Class . . . . .	.	.	2	.	4	.	12	.	5	.	5	.	3	.	.
Totals	1	.	9	.	39	.	75	.	81	.	80	.	88	.	485

Winthrop School.

[illegible]

Auburn School, School st.

1st Class	..	..	..	2	..	6	3	8	9	3	8	3	..	..	1	22	21	43
2d "	..	..	..	4	7	1	2	6	4	3	2	1	..	..	..	15	15	30
3d "	..	..	5	4	8	5	4	1	2	..	..	..	..	..	..	17	12	29
Totals	..	..	5	4	14	12	11	6	14	15	6	10	4	..	1	54	48	102

Webster School, Webster pl.

1st Class	..	..	..	..	..	2	1	5	6	5	2	2	1	..	..	14	10	24
2d "	..	..	1	3	3	5	7	4	5	..	2	1	1	..	..	13	19	32
3d "	1	..	3	10	8	9	8	7	1	1	1	..	..	1	..	23	27	50
Totals	1	..	3	11	11	12	15	15	12	6	4	3	2	1	..	50	56	106

Andrew District.*Andrew School.*

1st Class	..	..	..	..	..	1	4	18	16	20	24	7	6	3	6	49	56	105
Totals	..	..	..	..	..	1	4	18	16	20	24	7	6	3	6	49	56	105

Ticknor School, Dorchester st.

2d Class	..	..	..	3	3	26	31	33	32	11	17	5	2	4	3	82	88	170
3d "	1	2	37	34	39	44	43	30	7	9	5	4	1	1	1	134	125	259
Totals	1	2	37	34	42	47	69	61	40	41	16	21	6	3	5	216	213	429

PRIMARY SCHOOLS. — *Continued.*

	<i>Under 5 years.</i>		<i>5 years.</i>		<i>6 years.</i>		<i>7 years.</i>		<i>8 years.</i>		<i>9 years.</i>		<i>10 years.</i>		<i>11 years and over.</i>		<i>Totals.</i>		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Bennett District.																			
<i>Winship School, Winship pl.</i>																			
1st Class	1	1	5	12	10	7	5	3	1	2	22	25	47
2d "	9	4	20	13	10	11	4	2	..	..	1	1	44	31	75
3d "	13	17	14	18	16	9	4	3	4	..	1	..	..	1	52	47	100
Totals	13	17	23	22	37	23	19	26	18	9	6	3	2	4	118	103	222
Oak-leaf School.																			
1st Class	1	..	2	..	..	1	..	..	..	..	3	1	4
2d "	1	3	3	..	4	1	1	..	2	..	..	4	11	15
3d "	4	2	4	7	8	1	1	1	1	1	..	..	..	..	18	12	30
Totals	4	2	4	8	12	4	3	5	2	3	..	2	..	..	25	24	49
Bigelow District.																			
<i>Hawes Hall, Broadway.</i>																			
1st Class	1	..	23	17	49	31	46	27	12	5	4	4	135	84	219
2d "	1	..	8	6	21	27	24	23	6	3	4	2	1	..	65	61	126
3d "	1	3	11	10	6	2	3	..	..	..	..	..	..	..	21	15	36
Totals	2	3	20	16	50	46	74	54	52	30	16	7	5	4	221	160	381

Stimonds School, Broadway.

2d Class	11	7	13	8	9	4	2	1	3	35	23	58
3d "	5	23	24	14	9	5	1	1	1	68	48	116
Totals	14	5	34	22	18	9	3	1	3	103	71	174

Fourth-st. School.

3d Class	9	4	21	6	2	2	4	1	1	38	1	54
Totals	9	4	21	6	2	4	1	1	1	38	16	54

Bank-Building School, E. st.

3d Class	9	5	15	13	9	5	2	1	1	33	25	58
Totals	9	5	15	13	9	5	2	1	1	33	25	58

Bowditch District.
Guilt School, East st.

1st Class	3	6	16	15	19	10	9	5	5	4	52	40	92
2d "	29	22	29	21	11	10	3	7	5	2	94	74	168
3d "	29	17	7	9	3	2	..	..	..	..	125	101	226
Totals	61	45	52	45	33	22	12	10	6	271	215	486	

PRIMARY SCHOOLS. — *Continued.*

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Central District.																		
<i>Thomas-st. School.</i>																		
1st Class	1	1	4	4	10	8	3	6	2	..	20	19
2d "	5	6	10	4	8	2	3	..	2	3	28	15
3d "	5	4	9	12	7	5	3	3	..	..	..	..	..	..	24	24
Totals	5	4	9	12	13	12	17	11	18	10	6	6	4	3	72	58
<i>Childs-st. School.</i>																		
2d Class	1	..	4	1	..	1	2	2	1	..	..	1	8	5
3d "	2	..	7	4	8	7	5	8	3	..	..	1	1	1	..	..	26	21
Totals	2	..	7	4	9	7	9	9	3	1	2	3	2	1	..	1	34	26
Chapman District.																		
<i>Webb School, Porter st.</i>																		
1st Class	4	1	5	3	18	7	6	2	4	3	27	16
2d "	2	..	10	2	16	5	7	2	..	1	..	..	35	10
3d "	27	9	29	10	27	10	6	3	1	..	..	1	..	..	90	33
Totals	27	9	31	10	41	13	27	11	26	9	6	4	4	3	162	59
Totals	27	9	31	10	41	13	27	11	26	9	6	4	4	3	162	59

Tappan School, Lexington st.

1st Class	...	...	...	...	...	9	8	14	19	18	24	6	2	4	2	51	55	106
2d "	...	...	...	...	4	10	24	16	12	9	8	2	1	...	...	55	55	110
3d "	...	...	...	...	18	16	28	36	21	21	3	5	...	...	...	1	70	149
Totals	54	53	33	36	27	32	8	3	4	176	189	365

Charles Sumner District.*Charles Sumner School.*

Test Class#
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Canterbury-st. School.

1st Class	5	1	...	3	2	4	3	2	3	...	13	10	23			
2d "	3	4	2	2	1	3	1	1	2	...	1	17	11	28			
3d "	11	8	6	1	1	...	3	6	4	6	2	1	...	2	27	24	51
Totals	...	...	...	...	...	11	8	9	5	14	3	5	10	9	11	6	5	3	3	57	45	102

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Comins District.																			
<i>Francis-st. School.</i>																			
1st Class	1	1	..	7	..	2	5	3	1	..	7	13	20
2d "	6	3	3	5	5	4	1	..	..	1	15	13	28
3d "	12	5	15	13	13	5	5	2	2	1	2	..	..	..	49	26	75
Totals	12	5	15	13	20	9	8	14	7	7	8	3	1	1	71	52	123
<i>Phillips-st. School.</i>																			
1st Class	2	4	16	28	35	41	15	13	8	4	76	90	166
2d "	14	12	31	34	29	32	11	11	3	4	3	5	92	97	189
3d "	12	8	20	26	11	18	6	7	1	..	..	1	1	2	51	62	113
Totals	12	8	34	38	44	56	51	67	47	52	18	18	12	11	219	249	468
<i>Smith-st. School.</i>																			
1st Class	9	6	15	15	3	6	8	..	..	4	..	..	..	..	35	31	66
3d "	2	2	21	4	12	19	..	4	..	1	1	..	..	..	..	..	36	30	66
Totals	2	2	30	10	27	34	3	10	8	1	1	4	..	..	..	..	71	61	132

Torbury-st. School.

<i>Toxbury-st. School.</i>																			
1st Class	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Totals.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Dearborn District.*Yoman-st. School.*

1st Class	..	..	..	..	..	..	..	2	6	9	21	17	15	25	6	7	48	60	108
2d "	..	..	..	..	..	..	7	12	23	24	16	19	8	6	2	..	56	61	117
3d "	..	..	19	22	39	36	42	36	15	9	6	4	2	3	1	1	124	111	235
Totals . . . . .	..	..	19	22	59	36	49	50	44	42	43	40	25	34	9	8	228	232	460

Eustis-st. School.

1st Class	..	..	..	..	..	..	..	3	3	8	13	11	3	8	2	4	21	34	55
2d "	..	..	..	..	1	1	3	3	13	5	13	9	3	2	2	..	35	20	55
3d "	..	..	13	11	23	21	18	18	14	6	3	1	1	..	..	1	72	58	130
Totals . . . . .	..	..	13	11	24	22	21	24	30	19	29	21	7	10	4	5	128	112	240

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
<i>George-et School.</i>																			
1st Class	5	5	10	14	20	22	10	11	1	3	46	55	101
2d "	1	3	6	15	19	17	18	6	9	4	1	..	..	45	54	99
3d "	21	29	21	26	24	13	5	..	2	..	..	..	1	1	74	69	143
Totals	21	30	24	32	44	37	32	32	23	31	14	12	2	4	165	178	343
Dorchester-Everett District.																			
<i>Dorchester-Everett School.</i>																			
1st Class	4	3	7	3	4	6	1	1	16	13	29
2d "	1	..	4	8	13	10	6	10	2	3	1	1	32	32	64
3d "	15	4	19	12	14	18	9	4	1	2	1	2	..	..	59	42	101
Totals	15	4	20	12	18	26	31	17	14	15	7	11	2	2	107	87	194
<i>Howard-are. School.</i>																			
1st Class	5	8	14	5	2	4	2	..	23	17	40
2d "	3	..	3	2	2	1	2	2	..	..	10	5	15
3d "	12	9	17	14	8	13	6	10	1	..	..	..	..	..	44	46	90
Totals	12	9	17	14	11	13	14	20	17	6	4	6	2	..	77	68	145

Dorchester-ave. School.

Dorchester-ave. School.																
1st Chas	.	.	.	.	.	1	...	7	3	5	4	.	1	14	8	22
2d "	.	.	.	.	.	1	1	4	3	7	3	1	.	.	7	20
3d "	.	.	.	.	.	8	8	2	...	1	1	1	.	.	33	51
Totals	.	.	.	.	.	9	10	11	12	10	9	6	.	2	54	93

Dudley District.
. Dudley School.

Dudley District. Dudley School.																		
1st Class	..	..	..	2	..	7	7	9	11	15	5	3	3	1	1	37	27	64
2d "	..	..	..	1	..	8	7	30	18	15	4	9	2	..	1	63	32	95
3d "	..	..	3	2	18	12	10	4	2	1	..	1	..	..	..	41	19	60
Totals	..	..	3	2	21	12	31	18	41	30	31	9	13	5	1	141	78	219

Vernon-street School.

Vernon-street School.																		
1st Class	..	..	..	..	..	6	3	14	21	11	15	7	14	5	0	43	59	102
3d "	..	..	..	..	..	17	18	6	11	2	6	1	2	..	..	49	59	108
Totals	..	..	..	..	..	23	21	20	32	13	21	8	16	5	6	92	118	210

Thornton-st. School.

<i>Thornton-st. School.</i>							
1st Class . . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	. . . . .	.
2d " . . . . .	. . . . .	. . . . .	1 2	6 6	5 3	1 ..	2 ..
3d " . . . . .	. . . . .	. . . . .	7 6 15	11 8 6	3 6 3	.. 2 ..	.. ..
Totals . . . . .	. . . . .	. . . . .	7 6 16	14 12 12	11 11	5 5 5	3 .. 1
							8 11 19 15 12 27 36 28 64 <hr/> 59 51 110

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Municipal Ch. B'd'g, Roxbury st.																			
3d Class	10	5	14	8	9	6	4	1	1	1	1	1	1	1	38	21	59		
Totals	10	5	14	8	9	6	4	1	1	1	1	1	1	1	38	21	59		
Dwight District.																			
<i>Rutland-st. School.</i>																			
1st Class . . . . .	..	..	..	..	4	6	10	25	17	24	6	6	3	11	40	72	112		
2d " . . . . .	..	..	10	2	25	26	14	9	9	12	1	3	..	..	59	52	111		
3d " . . . . .	..	..	5	6	23	13	2	3	1	3	..	..	..	1	44	67	111		
Totals	5	6	33	30	42	53	26	37	27	39	7	9	3	12	143	191	334		
Girls' High School Building.																			
3d Class	15	7	11	5	2	4	1	..	..	..	..	1	..	..	29	17	46		
Totals	15	7	11	5	2	4	1	..	..	..	..	1	..	..	29	17	46		

Elliot District.
Pennant School, Snelling place.

1st Class	..	..	..	..	..	..	..	..	3	2	6	4	4	..	1	..	..	..	14	6	20
2d "	..	..	..	..	5	2	..	..	10	4	23	7	4	3	1	2	..	..	49	18	67
3d "	..	..	16	9	31	11	18	3	18	3	7	7	1	1	1	..	2	..	76	31	107
Totals	..	..	16	9	36	13	37	9	37	9	36	18	9	4	3	2	2	..	139	55	104

Freeman School, Charter st.

1st Class	..	..	..	..	..	..	..	..	20	4	26	7	17	5	3	3	..	..	66	19	85
2d "	..	..	6	..	19	4	34	16	7	7	7	2	2	2	1	..	..	..	69	29	98
3d "	..	..	49	10	40	8	12	2	..	..	..	..	..	..	..	..	..	..	101	20	121
Totals	..	..	55	10	59	12	66	22	33	14	33	14	19	7	4	3	..	..	236	63	304

Emerson District.
Emerson School.

1st Class	..	..	..	..	..	..	..	..	..	1	15	15	12	15	13	9	10	12	56	52	108
Totals	..	..	..	..	..	..	..	..	..	1	15	15	12	15	13	9	10	12	56	52	108

Princeton-st. School.

2d Class	..	..	..	..	8	1	29	23	27	17	23	11	3	2	9	2	9	2	99	56	155
3d "	..	..	29	11	47	33	28	25	21	12	4	5	..	2	1	2	1	2	130	90	220
Totals	..	..	29	11	55	34	57	48	48	29	27	16	3	4	10	4	10	4	229	146	375

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Everett District.																		
<i>West Concord-st. School.</i>																		
1st Class	7	5	25	28	31	33	23	18	11	14	97	98
2d "	7	9	29	24	38	44	17	17	6	5	3	2	100	101
3d "	22	18	46	45	29	34	15	12	6	5	..	4	2	3	120	121
Totals	22	18	53	54	65	63	78	84	54	55	29	27	16	19	317	320
Franklin District.																		
<i>Cook School, Groton st.</i>																		
1st Class	1	9	10	18	21	7	16	12	10	..	4	46	62
2d "	8	9	14	22	14	14	12	9	3	2	1	1	52	57
3d "	19	7	24	22	13	14	8	4	1	1	..	..	..	..	65	48
Totals	19	7	32	32	36	46	40	39	20	26	15	12	1	5	163	167
Totals	19	7	32	32	36	46	40	39	20	26	15	12	1	5	163	167

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Gaston District.																		
<i>Gaston School.</i>																		
1st Class	7	..	20	..	11	..	11	..	4	..	53
2d "	4	..	12	..	15	..	11	..	3	..	4	..	49
3d "	22	..	38	..	27	..	21	..	2	..	1	..	..	..	111
Totals	22	..	42	..	46	..	56	..	24	..	15	..	8	..	213
Tuckerman School, Fourth st.																		
1st Class	14	..	25	..	14	..	2	..	55	..
2d "	10	2	42	6	53	18	22	9	3	1	1	4	131	40
3d "	5	42	2	28	..	17	2	3	..	..	3	..	..	..	..	..	98	4
Totals	5	42	2	2	38	2	59	8	70	18	50	9	17	1	3	4	284	44
Gibson District.																		
<i>Gibson School.</i>																		
1st Class	3	6	3	4	1	2	2	2	9	14
2d "	2	3	7	4	2	1	..	2	2	..	13	10
3d "	2	4	13	9	4	8	3	6	2	2	..	1	..	1	24	31
Totals	2	4	13	9	6	11	13	16	7	7	1	5	4	3	46	55
Totals	2	4	13	9	6	11	13	16	7	7	1	5	4	3	46	55

Atherton School, Columbia st.

1st Class	...	...	...	...	...	1	...	...	...	5	4	3	1	...	1	2	...	10	7	17
2d "	...	...	...	...	...	1	4	5	2	1	1	3	2	1	1	...	...	10	10	20
3d "	...	3	2	7	...	6	3	2	2	1	...	...	1	...	2	...	...	15	14	29
Totals	...	3	2	7	...	8	7	7	9	0	0	0	4	1	4	2	...	35	31	60

Glen-road School.

1st Class	...	...	...	...	...	...	...	...	...	...	1	2	2	2	1	2	...	6	4	10
2d "	...	...	...	...	...	...	4	3	6	2	...	...	...	...	...	...	...	10	5	15
3d "	1	6	4	5	...	4	...	...	1	...	...	...	...	...	...	...	...	13	8	21
Totals	1	6	4	5	...	4	4	3	7	3	2	2	2	2	1	2	...	29	17	46

Thelford-ave. School.

1st Class	...	...	...	...	...	...	...	...	3	1	5	1	1	1	1	...	...	9	3	12
2d "	...	...	...	...	...	2	5	5	2	2	2	2	1	1	...	...	1	12	11	23
3d "	...	4	4	5	...	...	6	1	1	3	...	...	...	...	...	...	...	16	8	24
Totals	...	4	4	7	...	2	11	6	6	6	7	2	2	2	1	...	1	37	22	59

Hancock District.*Cushman School, Farmer's st.*

1st Class	...	...	...	...	...	2	19	10	27	18	14	12	5	4	1	...	...	71	46	117
2d "	...	...	1	18	9	30	26	32	20	17	15	1	...	...	...	...	...	98	71	169
3d "	...	55	37	65	49	31	32	10	11	2	1	...	...	...	...	...	...	163	130	293
Totals	...	55	38	88	60	80	68	69	49	33	28	6	4	1	...	...	...	332	247	579

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
<i>Ingraham School, Sheafe st.</i>																			
1st Class	..	..	..	..	..	..	6	2	6	5	4	7	3	1	..	5	19	20	39
2d "	..	..	..	2	2	5	12	12	4	4	2	3	..	..	..	..	20	26	46
3d "	1	..	17	11	18	8	1	1	..	..	..	..	..	..	..	..	37	20	57
Totals.	1	..	17	13	20	13	19	15	10	9	6	10	3	1	..	5	76	66	142
Harris District. <i>Harris School.</i>																			
1st Class	..	..	..	..	..	..	2	1	8	2	5	4	..	1	..	2	15	10	25
2d "	..	..	..	..	5	2	13	10	14	10	10	6	2	..	..	..	44	28	72
3d "	..	1	14	7	14	13	9	9	2	1	..	1	..	..	..	1	39	33	72
Totals.	..	1	14	7	19	15	24	20	24	13	15	11	2	1	..	3	98	71	169

Harvard District.*Harvard Hill School.*

1st Class	..	..	..	..	..	1	2	9	13	13	29	9	10	..	8	37	68	105
2d "	..	..	..	..	..	2	4	27	33	32	16	17	5	8	..	65	88	133
3d "	..	19	25	35	30	43	28	18	16	6	5	1	1	..	..	122	105	227
Totals	..	19	25	37	34	53	57	60	61	40	51	15	25	..	8	224	261	485

Common-st. School.

1st Class	..	..	..	..	..	4	2	9	11	7	15	3	3	..	1	23	32	55
2d "	..	..	..	2	1	6	8	13	8	5	6	1	2	..	..	27	25	52
3d "	..	30	13	22	22	16	11	7	4	1	1	1	..	..	..	77	51	138
Totals	..	30	13	24	23	26	21	29	23	13	22	5	5	..	1	127	108	235

Innside District.*Green-st. School.*

1st Class	..	..	..	..	..	..	..	2	1	2	2	1	5	2	..	7	8	15
2d "	..	..	..	3	2	8	9	12	4	6	6	3	..	..	1	32	22	54
3d "	1	1	5	6	6	1	3	..	..	..	..	..	..	..	..	13	13	26
Totals	1	1	5	9	8	9	12	14	5	8	8	4	5	2	1	52	43	95

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Washington-st. School, near Green st.																		
1st Class	..	..	..	..	..	..	1	1	3	10	5	3	3	5	..	..	12	19
2d "	..	..	..	..	..	1	3	3	2	6	1	..	..	..	1	..	7	10
3d "	..	..	3	4	11	11	9	10	2	1	1	..	..	..	..	..	26	26
Totals	3	4	3	4	11	12	13	14	7	17	7	3	3	5	1	..	45	55
Lawrence District.																		
Mather School, Broadway.																		
1st Class	..	..	..	..	..	..	8	..	45	..	29	..	14	..	7	..	103	..
2d "	..	..	..	..	7	..	44	..	41	..	13	..	3	..	..	..	108	..
3d "	10	..	49	..	84	..	43	..	23	..	5	..	..	..	..	..	214	..
Totals	10	..	49	..	91	..	95	..	109	..	47	..	17	..	7	..	425	..
Parkman School, Silver st.																		
1st Class	..	..	..	..	..	..	2	..	12	13	19	9	19	12	5	5	57	39
2d "	..	..	..	..	4	2	20	4	31	12	12	9	3	2	..	1	70	30
3d "	1	..	11	4	33	18	34	9	7	6	5	4	2	..	..	..	93	41
Totals	1	..	11	4	37	20	56	13	50	31	36	22	24	14	5	6	220	110
Totals	1	..	11	4	37	20	56	13	50	31	36	22	24	14	5	6	220	110
Totals	1	..	11	4	37	20	56	13	50	31	36	22	24	14	5	6	220	110

Howe School, Fifth st.

[illegible]

Spelman Hall, 134 Broadway.

3A Class . . . . .	. . .	14	10	14	3	3	5	3	. . . . .	1	. . . . .		34	19	53
Totals . . . . .	. . .	14	10	14	3	3	5	3	. . . . .	1	. . . . .		34	19	53

Lewis District.

Winthrop-st. School.

[illegible]

Munroe-st. School.

1st Class	9	1	5	4	7	7	3	4	1	...	...	...	24	17	41
2d "	1	1	3	4	4	5	2	1	...	2	...	...	10	13	23
3d "	2	12	8	6	3	6	2	...	...	2	...	1	23	33	56
Totals	8	6	16	14	14	18	7	5	...	5	...	1	57	63	120

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
<i>Mt. Pleasant-are, School.</i>																			
1st Class	1	4	16	11	4	3	..	1	..	..	21	19	40
2d "	1	4	2	4	1	2	..	..	..	..	4	10	14
3d "	3	6	14	11	7	14	1	3	..	..	..	..	..	..	25	34	59
Totals	3	6	14	11	9	22	19	18	5	5	..	1	..	..	50	63	113
<i>Quincy-st. School.</i>																			
1st Class	2	1	3	1	1	3	4	2	10	7	17
2d "	5	3	8	4	6	4	..	..	1	2	20	13	33
3d "	9	7	7	7	6	9	..	5	..	5	..	..	..	1	22	34	56
Totals	9	7	7	7	11	12	10	10	9	10	1	3	5	5	52	54	106
Lincoln District.																			
<i>Capen School, cor. I and Sixth sts.</i>																			
1st Class	5	2	26	6	28	7	12	7	2	6	73	28	101
2d "	4	1	31	13	27	15	12	4	4	2	..	4	78	39	117
3d "	34	23	40	13	17	7	7	5	3	..	..	..	..	..	101	48	149
Totals	34	23	44	14	53	22	60	26	43	11	16	9	2	10	252	115	367

Lowell District.*Lowell School.*

Lowell District.																			
Lowell School.																			
1st Class	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2d "	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Totals	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Chestnut-square School.

1st Class . . . . .	..	..	..	..	..	..	1	..	6	2	4	2	2	4	1	..	14	8	22
2d " . . . . .	..	..	..	..	..	..	4	2	5	1	5	3	..	..	..	..	14	6	20
3d " . . . . .	..	2	16	8	14	18	12	10	5	10	..	1	1	..	..	..	48	40	97
Totals . . . . .	..	2	16	8	14	18	17	12	16	13	9	6	3	4	1	..	76	63	139

Egleston-square School.

1st Class . . . . .	..	..	..	..	..	..	..	2	8	12	11	4	3	2	1	..	23	20	43
2d " . . . . .	..	..	..	..	..	3	6	12	9	7	14	1	1	1	..	..	24	31	55
3d " . . . . .	..	..	6	7	9	12	2	6	..	1	..	..	..	..	..	..	17	26	43
Totals . . . . .	..	..	6	7	12	18	14	17	15	27	12	5	4	3	1	..	64	77	141

Heath-st. School.

2d Class . . . . .	..	..	1	..	3	1	8	2	3	3	2	1	..	..	..	..	17	7	24
3d "	1	..	16	4	19	9	17	6	..	4	..	1	..	1	..	..	53	25	78
Totals	1	..	17	4	22	10	25	8	3	7	2	2	..	1	..	..	70	32	102

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
<i>Bromley-park School.</i>																			
3d Class	5	8	12	22	6	6	1	1	1	1	1	1	1	1	1	1	24	36	60
Totals	5	8	12	22	6	6	1	1	1	1	1	1	1	1	1	1	24	36	60
<i>Lyman District.</i>																			
<i>Lyman School.</i>																			
1st Class	1	1	1	1	1	1	7	4	18	9	12	2	1	1	1	1	38	15	53
Totals	1	1	1	1	1	1	7	4	18	9	12	2	1	1	1	1	38	15	53
<i>Austin School, Paris street.</i>																			
1st Class	1	1	1	1	1	1	5	1	8	11	14	6	3	1	1	1	31	19	50
2d "	1	1	1	1	1	1	25	9	28	7	16	4	1	1	1	1	81	23	104
3d "	1	1	1	1	1	1	20	14	5	3	1	1	1	1	1	1	96	50	146
Totals	1	1	1	1	1	1	58	24	41	21	31	10	3	1	1	1	208	92	300

PRIMARY SCHOOLS. — *Continued.*

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Mt. Vernon District.																			
<i>Centre-st. School.</i>																			
1st Class	6	2	3	5	..	..	..	..	9	7	16
2d "	4	1	5	4	4	4	1	..	..	..	..	..	14	9	23
3d "	2	4	3	4	2	..	..	..	..	..	..	..	..	..	7	8	15
Totals	2	4	7	5	7	4	10	6	4	5	..	..	..	..	30	24	54
<i>Baker-st. School.</i>																			
1st Class	1	..	..	5	1	..	1	1	..	..	3	6	9
2d "	1	2	3	1	1	2	1	..	..	1	..	..	6	6	12
3d "	2	2	5	5	2	4	..	1	2	..	..	..	..	..	11	12	23
Totals	2	2	6	7	6	5	1	8	4	..	1	2	..	..	20	24	44
<i>Washington-st. School, Germantown.</i>																			
1st Class	1	1	1	2	3	..	..	1	5	4	9
2d "	1	1	1	3	3	..	..	..	..	..	2	4	7	11
3d "	1	4	3	4	..	3	..	..	..	..	..	..	..	..	4	11	15
Totals	1	4	3	5	1	4	4	4	1	2	3	..	..	3	13	22	35

Norcross District.*Drake School, Third st.*

1st Class	1	7	30	31	17	9	95
2d "	7	34	31	11	5	5	93
3d "	63	44	17	5	3	...	191
Totals	71	85	78	47	25	14	379

Vestrey School, D st.

3d Class	16	30	5	1	...	...	68
Totals	16	30	5	1	...	...	68

Phillips District.*Grant School, Phillips st.*

1st Class	1	2	1	6	2	1	4	5	14	19
2d "	3	10	5	10	4	2	...	...	27	20
3d "	14	9	10	2	6	...	...	1	40	21
Totals	17	21	9	16	5	8	2	3	72	55

Babblin School, Chardon St.

1st Class . . . . .	...	...	1	2	1	9	1	2	1	13	4	17
2d " . . . . .	...	...	5	3	8	3	4	3	3	1	2	32
3d "	8	5	13	2	3	2	1	...	...	...	...	36
Totals	8	5	13	2	6	7	6	9	12	2	3	85

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Prescott District.																			
<i>Park-st. School.</i>																			
1st Class	2	1	11	12	23	22	16	17	8	3	60	55	115
2d "	1	2	21	14	24	20	15	11	5	7	1	1	67	55	122
3d "	7	6	25	19	22	18	7	12	3	..	1	2	..	..	65	57	122
Totals	7	6	26	21	45	33	42	44	41	33	22	26	9	4	192	167	359
<i>Bunker Hill-st. School, cor. Tufts st.</i>																			
2d Class	4	4	3	3	2	2	..	1	..	..	..	..	9	10	19
3d "	18	8	19	14	8	8	2	2	1	..	..	1	..	..	48	33	81
Totals	18	8	23	18	11	11	4	4	1	1	..	1	..	..	57	43	100
Prince District.																			
<i>Prince School.</i>																			
1st Class	2	..	11	7	..	4	3	2	..	..	16	13	29
2d "	4	..	11	14	3	8	1	1	..	1	..	..	19	24	43
3d "	3	1	12	13	6	6	4	4	..	1	..	..	..	..	25	25	50
Totals	3	1	16	13	19	20	18	19	1	6	3	3	..	..	60	62	122

PRIMARY SCHOOLS. — Continued.

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Sherwin District.																		
<i>Weston-st. School.</i>																		
1st Class	2	. . .	19	15	16	21	10	9	7	4	54	49
2d "	3	5	17	19	19	16	8	9	2	2	4	2	53	53
3d "	14	9	36	21	32	17	5	5	6	1	. .	2	. . .	. . .	93	65
Totals	14	9	39	36	39	51	36	43	30	31	12	13	11	6	200	167	367	357
<i>Franklin-pl. School.</i>																		
1st Class	2	. . .	2	8	11	9	6	7	5	4	26	28
2d "	2	8	9	12	8	3	6	3	1	. . .	. . .	26	26
3d "	11	11	24	17	16	15	7	5	3	. .	1	. .	. . .	. . .	62	48
Totals	11	11	24	19	24	26	24	21	21	17	15	10	8	8	5	4	114	102
<i>Aron-pl. School.</i>																		
1st Class	5	9	10	12	6	5	. . .	. . .	21	26
2d "	1	. . .	8	10	9	7	3	8	. .	1	. . .	. . .	21	26
Totals	1	. . .	8	10	14	16	13	20	6	6	. . .	. . .	42	52

Day's Chapel School, Parker st.

3d Class . . . . .	..	..	15	6	32	24	19	8	1	5	3	1	..	2	..	72	44	116
Totals . . . . .	..	..	15	6	32	24	19	8	1	5	3	1	..	2	..	72	44	116

Shurtleff District.*Shurtleff School.*

3d Class . . . . .	..	..	..	4	..	24	..	21	..	4	..	..	..	..	..	..	53	53
Totals . . . . .	..	..	..	4	..	24	..	21	..	4	..	..	..	..	..	..	53	53

Clinch School, F st.

1st Class . . . . .	..	..	..	..	..	..	11	9	24	15	19	4	14	6	4	2	72	36	108
2d " . . . . .	..	..	..	..	4	4	26	14	28	17	8	8	1	..	..	1	67	44	111
3d "	1	..	29	20	33	27	15	10	2	4	3	1	..	..	..	..	83	62	145
Totals	1	..	29	20	37	31	52	33	54	36	30	13	15	6	4	3	222	142	364

Stoughton District.*Stoughton School.*

1st Class . . . . .	..	..	..	..	..	..	1	7	8	10	7	8	1	3	..	..	17	28	45
2d " . . . . .	..	..	..	..	1	1	7	4	8	3	..	..	..	..	..	..	16	8	24
3d " . . . . .	..	..	9	7	13	16	12	8	1	5	..	..	..	..	..	..	35	36	71
Totals . . . . .	..	..	9	7	14	17	20	19	17	18	7	8	1	3	..	..	68	72	140

PRIMARY SCHOOLS. — *Continued.*

	Under 5 years.		5 years.		6 years.		7 years.		8 years.		9 years.		10 years.		11 years and over.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>Baileyst. School.</i>																		
1st Class	2	...	...	...	2	4	2	..	..	..	6	4
2d "	1	..	..	2	...	...	1	2	..	..	..	..	2	4
3d "	6	2	3	4	3	...	1	...	..	..	..	..	..	..	13	6
Totals.	6	2	4	4	5	2	1	2	5	4	..	..	..	14	21	35
<i>Tileston District.</i>																		
<i>Tileston School.</i>																		
1st Class	1	...	5	4	2	3	1	..	1	...	10	7
2d "	4	1	1	4	1	3	1	..	..	..	..	..	7	8
3d "	4	1	5	3	4	4	1	...	..	..	..	..	..	..	14	9
Totals.	4	1	9	4	6	8	7	8	3	3	1	..	1	...	31	24
<i>Warren District.</i>																		
<i>Warren School.</i>																		
1st Class	1	...	9	10	15	8	5	3	...	1	30	22
Totals.	1	...	9	10	15	8	5	3	...	1	30	22

Cross-st. School.

2d Class . . . . .	..	..	..	6	1	6	14	11	10	2	2	1	1	..	..	26	28	54
3d " . . . . .	..	..	7	6	8	8	8	4	..	..	..	..	..	..	..	34	22	56
Totals . . . . .	..	..	7	6	21	9	22	15	10	2	2	1	1	..	..	60	50	110

Mead-st. School.

1st Class . . . . .	..	..	..	..	..	..	..	8	4	18	8	5	4	3	6	34	22	56
2d " . . . . .	..	..	..	..	..	..	3	12	16	6	8	5	4	2	..	27	31	58
3d " . . . . .	..	..	16	15	25	18	15	7	1	2	1	..	..	..	..	65	50	115
Totals . . . . .	..	..	16	15	25	18	17	27	21	26	17	10	8	5	6	126	103	229

Wells District.*Emerson School, Poplar st.*

Wells District.																		
<i>Emerson School, Poplar st.</i>																		
1st Class	..	..	..	2	2	17	24	23	21	8	6	3	1	..	..	53	54	107
2d "	..	..	17	19	9	13	..	2	..	..	1	..	..	..	..	27	34	61
3d "	..	..	5	7	19	21	25	21	8	4	..	..	..	..	..	61	53	114
Totals	..	..	22	26	30	36	42	47	31	25	13	6	3	1	..	141	141	282

Dean School, Wall st.

1st Class . . . . .	..	..	..	..	..	..	2	..	5	2	12	9	4	2	1	24	14	38
2d " . . . . .	..	..	..	..	2	3	12	12	20	13	10	11	5	3	1	50	44	94
3d " . . . . .	..	..	19	16	21	11	17	10	1	5	1	1	1	..	..	60	43	103
Totals . . . . .	..	..	19	16	23	14	31	22	26	20	23	21	10	5	2	134	101	235

ANNUAL REPORT
OF THE
BOARD OF SUPERVISORS.
OCTOBER, 1881.

REPORT.

BOSTON PUBLIC SCHOOLS,
OFFICE OF THE BOARD OF SUPERVISORS, Sept., 1881.

To the School Committee:—

The Board of Supervisors hereby presents its fourth annual report, embodying an account of its proceedings as a Board, and of the labors of the Supervisors.

MEETINGS OF THE BOARD.

The office of Superintendent being vacant during the early part of the year, the Vice-President of the Board was called upon to act as its chairman. The present Superintendent entered upon his duties Dec. 1st, and since then has presided over and added his counsels to the deliberations of the Board. Fifty-one meetings were held. The mere routine business of necessity required much time; but, beyond that, various important matters referred by the School Board or its sub-committees were considered, questions coming up from the schools were answered, and propositions looking towards an improvement in the administration of school affairs were discussed. The results were embodied in reports to the School Board and its sub-committees, in suggestions to those immediately concerned, in some changes in the manner of performing the general duties of the Board, and in the distribution and methods of work on the part of the supervisors. Some of the subjects considered will be indicated under appropriate headings.

CERTIFICATES OF QUALIFICATION.

Early in the year there were two general examinations of candidates for certificates of qualification, with special reference to the evening schools. The first was for principals, requiring second-grade certificates. Seventeen candidates took the examination, but only five of them passed. Subsequently five others of these candidates received certificates of a special grade, on account of previous service, and in accordance with a vote of the School Board, making them eligible as principals of evening schools. The second was for assistants. Twenty-two candidates were examined, and certificates were granted to nine.

The general examination for certificates of all grades, as required by Sect. 142 of the Rules and Regulations, took place during the week of the April vacation. Before issuing the circular announcing this examination and the manner in which it would be conducted, the Board considered anew the whole subject of examinations. The result was, that though the general plan of former years was in the main adhered to, the importance of giving great emphasis to successful experience was even more fully recognized.

It is easy to be seen that an examination might be conducted in such a way as to give the fresh graduates from schools and colleges, and others who may have "crammed" for it, great advantage over teachers of skill and experience. This the Board endeavored to avoid, both in its method of examining and in its final judgment. A want of familiarity with some of the subjects presented was readily allowed for, when accompanied by good evidence of literary attainment, mental ability, and a knowledge of the teacher's art.

In such an examination two questions are in reality, though not in form, put to the candidate: "*What do you know?*" and "*What can you do?*" The Board has nothing upon which to rely in answer to the latter, save in a few instances

the personal knowledge of its members, but the written testimonials of members of Schools Boards, of school officers, and of friends of the candidate. It is always difficult to decide what value shall be assigned to such testimonials when the writers of them are unknown. Sometimes, also, it happens that very able teachers come with a poor show of testimonials, because they do not want it known that they contemplate taking the examination, or have any thought of leaving their present fields of work. There is, therefore, the liability of certificating the unworthy, and of refusing to certificate the worthy, because of overrating the evidence or of its inadequency.

It is still to be regretted that the School Board has not opened some way by which the ability of the teacher applying for a certificate may be practically tested, either by allowing a trial in the schools after a successful examination, or by authorizing, when expedient, the visiting of his school to observe and inquire into his methods of work, and to learn the kind and degree of his success. The certificates of this Board ought to be conclusive evidence of the possession, on the part of the holders, not only of the requisite knowledge, but of those peculiar characteristics and aptitudes necessary to successful teaching.

The number appearing to take the examination last April was a little less than at the last general examination, but the work done showed considerable advance in quality. Ninety-four candidates took the examination. The result was the granting of sixteen *First Grade* certificates, twelve *Second Grade*, fourteen *Third Grade*, and thirty *Fourth Grade*, — seventy-two in all. The last graduating Normal class added thirty-eight to the *Fourth Grade* list of certificated teachers. The supply of well-qualified and properly certificated candidates for vacancies occurring in the upper grades of the schools, may be considered ample for some time to come. It must, however, be added that it is often very difficult to

obtain capable teachers to act as substitutes ; and sometimes impossible, without considerable loss of time.

In addition to the above, ten certificates were granted to persons found competent to serve as sewing-teachers ; and, after individual examination as provided for by Sect. 87 of the Rules, one of *Special Grade* to teachers of Calisthenics and Vocal Drill, two of *First Grade*, one of *Second*, and five of *Fourth*, to teachers, who at once received appointments to places in the schools.

DIPLOMA EXAMINATIONS.

In arranging for the diploma examinations, the end kept in view was to give the scholars a fair chance to show what they knew in regard to the topics introduced, and to indicate their ability to apply such principles as they might reasonably be presumed to have mastered. Differences in the ground covered by the teaching in the several schools, differences in methods of work, differences in the mental tastes and activities of the scholars, were allowed for, by providing to a certain extent for a choice of topics to be considered, processes to be illustrated, or problems to be solved.

The number of candidates for diplomas in the Grammar Schools was 1,453 ; in the High, 661 ; in the Boys' Latin, 27 ; in the Normal, 38. The Committee on Examinations awarded diplomas to 1,411 Grammar-School scholars ; 580 High School ; and to all the candidates of the Boys' Latin and Normal Schools. Of the Grammar-School graduates, 1,176 can enter the High Schools clear, and 235 on probation.

EXAMINATION PAPERS.

The diploma examinations in the different classes of schools, the September examination for admission to the High Schools, and the general examination for certificates of

qualification, required the preparation of about ninety different papers. These were made out by the supervisors in charge of the respective studies, carefully considered by the Board, and, after adoption, laid before the Committee on Examinations for their approval.

ESTIMATE OF SCHOLARS' WORK.

At the request of the Committee on Examinations, the supervisors looked over the scholars' papers of the preceding year with great care, for the purpose of ascertaining the standard upon which they were marked by the various teachers, the consistency of the standard, and the general correctness of the marking.

That there would be differences in the manner of marking was to be expected. No two persons would fully agree in their estimate of the worth of each of fifty or a hundred papers. No one person would probably mark the same set of papers in precisely the same way on two different days. Still, there will be generally no great disagreement among competent persons in designating nearly all of a set of papers as *excellent*, *good*, *passable*, *unsatisfactory*, *poor*, or *very poor*. It is only in regard to a few that no one of these terms exactly describes that there is any difficulty. It is true some teachers may take for *good* what is simply *passable*; and the temptation to take what is really *unsatisfactory* as *passable* is undoubtedly sometimes great. It is true, also, that the standard of excellence in some schools is a little higher than that in other schools. What is considered simply *good* in such schools might be marked *excellent* in other schools. The supervisors, however, found the papers very generally consistently marked. There was no noticeable difference in the standards adopted by the great body of the teachers. The supervisors themselves would have marked the papers on some subjects from a few schools a little lower; other

papers from several schools a little higher. On the whole, they found strong reason for commending the judgment of the teachers, and did so in their report to the Committee on Examinations.

SUPPLEMENTARY READING.

The subject of supplementary reading in the various grades of schools, referred by the School Board, received very full and careful consideration. The quality, quantity, office in the schools, and manner of supply of such reading, all came into view,—the aim being to furnish each school with the needed variety at the least possible expense. The conclusions reached were embodied in a report which received the favorable action of the School Board.

A very important element in what is now regarded as a "new departure" in school administration is this supplying of a considerable amount of reading-matter beyond that contained in the ordinary text-books. It is not regarded as desirable to spend a great deal of time in teaching children to read in an imitative way certain selections from reading-books. The object now is to develop the power of reading; also to create and increase the love of reading. Practice in the recognition of words, in the association of the words with ideas, in the taking in of the thoughts the sentences hold, is the main thing. The utterance of these words in such a way as to give a true expression of the thoughts, important as it may be regarded, is secondary, and generally comes quite naturally when the thoughts are in the mind; or, at most, requires but little assistance from the skilful teacher. It is on this account that the necessity for a constant supply of new and interesting matter, mainly within the capacity of the child to comprehend, yet inciting to mental activity, is so generally recognized.

In another way, especially in the higher classes, is this kind of reading of great value. The idea that the "text-

book " covers the whole ground, contains the whole of the subject to be studied, and is infallible in its statements and perfect in its plan and methods, belongs, or should belong, to a very ancient time. The teacher is now supposed to have such a practical knowledge of any given subject that he can teach that subject without the aid of a text-book. The text-book is of service to him, but he is not dependent upon it, and is not held to its methods. He leads his scholars to supplement the daily lessons by collateral reading and observation. Geography, history, language, natural science, are in this way more vividly and understandingly taught. The scholars gain something beyond the mere information that is conveyed into their minds, — they learn to read with a purpose. This is a great step onward, — one not so likely to be taken under the old way of teaching.

It can confidently be stated that great good has come into the schools through the supply of supplementary reading. The more judicious selection of books, and the more systematic use of them now contemplated, will secure even better results.

The assistance rendered by the Trustees of the Public Library in the furnishing of instructive reading to the schools deserves, in this connection, especial mention. The inception of the plan of making the Public Library an auxiliary to the public schools is to be credited to Judge Chamberlain, the Librarian. The Wells School was selected for the experiment. Through the intelligent and hearty coöperation of its master, the success of the experiment was so marked that the advantage of this connection with the Library was sought by other schools. The preliminary steps have now been taken for bringing all the High and Grammar Schools into this connection. Beyond the immediate gain to the schools that will result from the carrying out of the proposed arrangements, there will come an incalculable good from the influence it will undoubtedly have on the scholars in their subsequent use of the Public Library.

COURSES OF STUDY.

It was not found necessary to consider in full the various "courses of study." These were purposely left flexible enough to allow the principals full freedom in arranging for the teaching of the assigned subjects. The "High School course," however, was, at the request of the High School Committee, and after a full consultation with the headmasters, revised. The changes proposed were subsequently adopted by the High School Committee and the School Board.

PLAN OF WORK.

Thus far this report has presented matters which relate principally to the proceedings and action of the Board,—matters which have engaged the attention and occupied the time of the supervisors outside of the hours of the school sessions. Generally the school-hours, and oftentimes more than these hours, were spent by them at the schools. Only thus could they meet the demands made upon them as inspectors, examiners, advisers, and directors.

The plan of work was essentially the same as that of the preceding year. Three of the supervisors had the High and Grammar Schools under their supervision, making such a division of the work among themselves as was practicable. The other three had full charge of the Primary Schools, dividing the city into three sections and assigning the schools of one section to each. There was, besides, the same individual relation to the several studies pursued in the different grades of schools as existed in former years.

VISITS TO THE SCHOOLS.

The Latin and High Schools are in eight buildings; the Grammar, in fifty; and the Primary, in one hundred. About six hundred and fifty rooms were occupied by the

High and Grammar Schools last year, and four hundred and eighteen by the Primary. The supervisors of the former were therefore obliged to divide their time among a greater number of classes than the supervisors of the latter. Some of the small outlying Primary Schools were probably not visited oftener than once a month, — ten times during the school year; but, generally, the Primary Schools were visited from fifteen to twenty or more times each. These visits varied in length according to the needs of the schools. Sometimes five minutes were enough for the special purpose in view; sometimes an hour or more would be required. On occasions of examination a full half-day would often be given to the class examined. The whole number of visits made by all the supervisors in all grades of the schools can hardly fall short of twelve thousand.

INSPECTION OF THE SCHOOLS.

In connection with school-visiting the supervisors endeavored to become so well acquainted with each school as to know its spirit and methods, its characteristics, its sanitary arrangements, the effectiveness of its heating and ventilating apparatus, and whatever concerned its general well-being. Detailed reports covering all these particulars, as set forth in Sect. 139 of the Rules and Regulations, were carefully drawn up, with such recommendations as seemed advisable, and placed in the hands of the respective High School and Division Committees.

EXAMINATION OF TEACHERS' METHODS AND WORK.

A very delicate and important duty in connection with school-visiting is that required by Sect. 138 of the Rules, viz., "to examine each teacher's method of conducting a school, and of teaching classes in various branches of study," and "to record the results of the examination in suitable books."

The record made, in accordance with this requirement, prior to the division of work made necessary by the assignment of three supervisors to the oversight of the Primary Schools, was nearly always the opinion of several supervisors. One supervisor, for instance, had the special supervision of all the schools in a certain section of the city, and was responsible for the record as far as the teachers of these schools were concerned. But the other supervisors visited these same schools in the interest of the particular subjects of study assigned to them, and gave to the special supervisor their opinion in regard to the methods and success of each teacher. His judgment, therefore, was based upon their reports as well as upon his own observation. Since the division of work referred to, each supervisor has been compelled to rely more directly upon his own judgment. Still, it has been the general practice for the supervisor who felt compelled to make a report unfavorable to a teacher, to ask another supervisor, or, if need be, two or more supervisors, to examine into the case; and, if not confirmed in judgment, to modify his report accordingly. It is felt very strongly that it is the duty of supervisors and of all concerned in the administration of school affairs to act for the interest of the children; but it is their duty, also, to be just and sympathetic in their dealings with the teachers.

The record last year was made by the several supervisors after careful observation and examination, and includes all of the teachers then in the employ of the city; but it is understood that each supervisor is responsible only for that part of the record made over his own signature.

EVENING SCHOOLS.

The duties of the supervisors in regard to the Evening Schools, beyond the examining and certifying of candidates for the position of teachers, were to recommend, at the re-

quest of the Evening School Committee, suitable text-books, and books for supplementary reading; to visit and examine each school once a month during its season, and to report monthly thereon to the chairman of the Committee on Evening Schools. At the beginning of the school year an assignment of Evening Schools was made, two or three schools to each supervisor, for the purpose of visitation. In order to report more intelligently the supervisors visited the schools oftener than was required. The reports were made with more or less fulness, as circumstances warranted. The condition of each school was plainly set forth, and such criticisms were made and suggestions offered as seemed judicious. These reports are in the hands of the chairman of the Committee.

The supervisors are united in their testimony that some of the Evening Schools of last winter were well managed, and that the schools as a whole made a considerable advance.

MISCELLANEOUS WORK.

There was much that the supervisors were called upon to do, of which no detailed report can be given. The meetings of the sub-committees of the School Board were numerous, at which the presence of supervisors was desired. The printing of the examination questions and other papers required careful oversight. Consultations with teachers were, of course, very frequent. Many interviews were held with candidates for places in the schools, and the desired advice given. Parents, and other citizens, sought information, which was cheerfully imparted. Much time was given to the examination of text-books, arrangements for systematic work, and in investigating such matters relating to the schools as were referred to individual supervisors.

PRIMARY SCHOOLS.

As the Primary Schools for the two years just ended were under the care and direction of three supervisors, it seems proper to devote a portion of this report to some account of the work done in these schools and of their present condition.

It should be stated that the Board of Supervisors had manifested a great interest in the Primary Schools, and had in such ways as were open done what was possible to introduce improved methods of work. The new "Course of Study," prepared the year before and adopted by the School Board, accompanied with the "Suggestions," may be regarded as the commencement of the general change in the aims and methods of these schools. These schools, however, were at that time under the control of fifty or sixty directors, very many of them it is freely conceded able and wise, but each one acting independently, and having his main interest in the Grammar Schools. It was not, therefore, till the School Board placed all the Primary Schools under the same control that the way was opened for a concentration of efforts in their interest. The three supervisors originally selected took charge of these schools in September, 1879. They were in entire harmony, and had the full coöperation of the Superintendent, and of the Committee on Primary Schools. During the two years there was a change of one supervisor, and, also, of the Superintendent; but there was no change, other than that of a reinforcement of energy and an increased momentum, in the general direction and progress of the work, or in the coöperation received.

It was not the purpose of the supervisors to lay down any plan of teaching to be blindly followed, but to lead to a clear conception of the work to be done, and to an understanding of the principles upon which rational methods of doing that work must rest,—sure that, those principles grasped, the method would come of itself. Indeed, they knew that the wise

teacher follows no one method, but adapts herself to the differing circumstances, reaching each mind by whatever channel is most serviceable. Though a general plan of teaching this subject and that was decided upon, in the following of that plan there was abundant opportunity for the exercise of the teacher's originality, ingenuity, and skill. It has been by conferences with the teachers, *en masse*, in divisions, classes, schools, and by exercises in the school-rooms, that the supervisors have from the beginning directed, suggested, and aided the work of Primary instruction.

READING.

The Board of Supervisors had recommended, on different occasions, that reading-books in common type be substituted for those in Leigh's type in use in the Primary Schools. The School Board had finally left the decision in regard to this change to the several division committees. The Superintendent and the Primary supervisors united in a request to the different committees to make the substitution referred to above. All the committees granted the request.

This change was desired, not because no good came, or could come, from the use of Leigh's type, but because the method or methods that seemed to the Superintendent and supervisors the most philosophical in teaching reading did not require its use. Being convinced that there was considerable advantage in beginning with the written forms of words, it appeared to them the better way to go, after a little practice in reading written words and sentences, to the corresponding printed forms, and accustom the scholars to recognize the words as they appear on the printed page. Familiar as the teachers were with the elementary sounds of the language, it was possible for them to give the children the advantage of any desirable analysis of spoken words into elementary sounds, and to associate these sounds with

the letter or letters representing them. Thus correct mental pictures of the words would be formed, and the power of making out unfamiliar words gradually developed. All the good that came through the use of Leigh's type could be gained, and more, without any of its disadvantages.

The general order of proceeding is something like this : an object is presented. Its name is uttered. The name is associated with the object. The name is then written. The written form, also, is made to suggest the object, and the reading it is simply giving the name of the object. By degrees a correspondence is established between the spoken and the written word. One suggests the other. A few words learned in this way prepare for sentence reading. The child says something in words of which he knows the written forms. What he says is written. Time is given him to make out the words ; and he finally reads what is written, as he said it. Thus far words are learned as wholes. Next comes the showing that the spoken word is generally a uniting, or running together, of different sounds. This is done through slow pronunciation. By writing while slowly pronouncing, it is shown how the different parts of the written word represent the different sounds. This leads to an analysis of the written word. The names of the letters composing written words are then gradually taught, but are not made prominent until an association is formed in the child's mind between the sounds of the spoken words and the letters of the written ones.

It is kept in mind that in teaching reading in the elementary classes, the object is not that information may be gained from the reading, but that the children may learn *how to read*. Consequently, the subject-matter must be within the limits of their intelligence, and made up of words which are familiar to them when used in common speech. The class-exercises, therefore, are so arranged as to give much time to easy conversation in connection with the study of things and

daily experiences, that the children's knowledge may thereby be increased, their vocabulary extended, and right forms of expression gradually gained. It is meant that the written word shall really be to them the sign of an idea, and the reading of a printed sentence the expression of a thought that came through it into their minds. The child himself must know he is not reading, if his mind does not take in the ideas the words express.

WRITTEN WORK IN LANGUAGE.

The copying of the words and sentences written upon the blackboard follows very closely upon the learning to read them. In time the child learns to write words from memory, to put some of his own thoughts into sentences. He writes the names of familiar objects before him, of those he can think of in a given connection, of things represented in a picture; writes sentences suggested by what he sees, describes objects, describes acts; and so goes on with this language-work, writing letters, writing out stories he has heard or read, making up stories of his own as suggested by pictures and incidents. As scholars come to know words, they use them in speech and writing, and become as familiar with them in form as in sound. In connection with these exercises is the use of capitals, and of the common stops and marks.

NUMBER.

In teaching numbers the same idea is kept in view. The words used are to have a real meaning to the child. He may be taught to say "Seven times nine are sixty-three," without knowing "seven" or "nine," much less, "sixty-three." He is now taught to say only what he is shown, or what he makes out for himself and really knows. His number work is at first entirely with objects. The term "seven," for in-

stance, is not given him till he needs it. Having learned the first six numbers, when he puts another object with his group of six objects, he knows he wants a new word to express the number. That given, he ascertains the relation of the number he has before learned to this new number. He obtained the number by putting together six objects and one object. He sees that if he takes away the one object, he will have the six left, and if he takes away the six objects from the seven group, he will have the one left. He finds he can divide his seven group into groups of two and five; also into groups of three and four. So he sees that two and five put together make seven, and three and four put together make seven. If he takes two from seven, he leaves five; three from seven, he leaves four; and so on. Later, beyond the combining and subtracting in this form, when he can do so, he divides his large group of objects into smaller equal groups. He finds, for instance, that he can arrange his twelve objects into six groups of two, two groups of six, three groups of four, and four groups of three. So his "twelve" becomes six twos, two sixes, four threes, or three fours. He learns nothing by "rote," but everything intelligently. When this work is thoroughly done, the need of any memorization of the tables scarcely ever appears.

The method of work as indicated may seem a slow process, and at first to yield but meagre results. It has the merit, however, of securing the activity of the child in presenting the objects in such a way as to suggest the facts he is to learn, and his attention to them for statement in words and in arithmetical forms; thus establishing the conditions for their correct apprehension and retention. Moreover, he is unconsciously exercising his inventive faculty, taking his first steps in inductive reasoning, and, beyond the gaining of the elementary facts of number necessary to quick and correct reckoning, is acquiring the habit of studying out things for himself.

DRAWING AND MUSIC.

The plan of teaching these subjects as prescribed by the Committee on Music and Drawing has not been interfered with. The teaching in music is not so satisfactory, on the whole, as when the Primary Schools could be frequently visited by the music teachers. In addition to the required work in drawing the scholars are encouraged to reproduce drawings from the blackboard, copy pictures, and to try sometimes to make pictures from objects. This is one of the most effective ways of keeping the children pleasantly employed.

DISCIPLINE.

The present modes of teaching have had a decided effect upon the general management of the schools. In some of the best of them there is nothing to suggest that any government is required. The scholars are busily at work at their desks, happily employed about the kindergarten table, or with eager spirits engaged in some exercise. They are by no means always quiet, but they are generally in order, doing in a natural way whatever is set for them to do. The teacher may sometimes have to check their enthusiasm, but is not called upon to face insubordination. Direction is now the rule of the school-room, not repression. The methods of the kindergarten find a place in the lower classes. Making figures with shoe-pegs, working out geometrical forms, or weaving mats out of colored splints, and like employments, come in as play to train the hands and educate the eye, and fill up the hours that otherwise would have been spent in idleness, or in mischief.

RESULTS ENCOURAGING.

It is not intended to imply that the schools are all successfully managed and taught in the ways indicated, or that the

full results aimed at from the beginning have been reached. It must be kept in mind that not yet has any class been taken through the three years' course upon the new plan; that the teachers required time to comprehend the principles involved in the proposed methods of work; that their first efforts were without the enthusiasm that comes from faith in processes and results. Still, the gain in the Primary Schools, in several directions, has been very decided. One of these directions is indicated by the fact that the first-class scholars of every school *could* be subjected to the tests applied by the Superintendent: one, the "silent-reading" test; the other, writing a story from a picture they had never seen before, without any assistance from the teacher. Plainly seen as it is that much remains to be done, there is the assurance that if so much could be accomplished under the circumstances alluded to, much more can be accomplished under present conditions.

THE PRIMARY TEACHERS.

To the Primary teachers great credit must be given for whatever has been gained. It was with some misgivings and regrets that the great body of them found themselves under a new direction. But they very generally adapted themselves to the situation, learned what was to be done, and conscientiously and cheerfully applied themselves to the best performance possible of the duties devolving upon them. The supervisors were obliged to make some demands upon their time, as frequent meetings were necessary to consider the nature of the work to be undertaken, and the methods to be followed; to explain the character and purposes of the new classification, and the steps to be taken that the work might be carried on systematically and without breaks. The teachers, however, gave a willing attendance, and many of them took an active part in the necessary discussions.

SCHOOL—VISITING.

Teachers often get a fresh inspiration and encouragement from visits to other schools. Even an excellent teacher will find something in other teachers that she can turn to advantage; and the inexperienced cannot fail to profit from witnessing the skilful handling and instruction of classes by one whose enthusiasm, knowledge, and tact make her seem to "the manner born." The seeing good work done has a wonderful effect in inciting to the doing of work as good, and in opening ways for the doing of even better things. A teacher, too, is very often made conscious of her own faults by recognizing like faults in others. Help is gained by learning what to avoid as well as what to imitate.

The Division Committees have given the teachers some opportunities for visiting schools. But it would be well, as far as the Primary Schools are concerned, if the rules of the School Board allowed the teachers a little more liberty in this direction. It is not always easy to make suitable provision for the care of the scholars during the teacher's absence; and often it is desirable that all the teachers of a school should take the same day for visiting certain other schools, that they may afterwards compare notes and take some concerted action in regard to the general management and aims of their own school. If, for instance, two days a year could be allowed for this purpose by the respective Division Committees, it would undoubtedly prove of great advantage.

ATTENDANCE.

The attendance on the Primary Schools was during the winter and spring greatly affected by the diseases so generally prevalent among the children. In some schools the average attendance for many weeks fell below fifty per cent. The teachers labored under discouraging circumstances, as they

naturally desired to advance their classes as a whole, and accomplish well the year's work. This large non-attendance affected the result in the case of class-examinations, but not to the extent anticipated. The group system of teaching, now encouraged in the Primary Schools, easily adapts itself to this inequality of advancement.

PROMOTIONS TO THE GRAMMAR SCHOOLS.

The examination of the candidates for promotion to the Grammar Schools showed that the half-year during which a part of the first class had been detained in the Primary Schools, because of the new rule of the School Board requiring annual promotions, had not been lost. Generally these scholars had progressed considerably beyond the Primary course of study. The other portion of the class came well up to the standard of requirement. The supervisors were therefore able to pass more scholars into the Grammar Schools than were sent at both promotions the year previous. The number sent on account of age, though lacking the necessary qualifications, was considerably less.

THE SYSTEM OF ANNUAL PROMOTIONS.

As far as supplying the Grammar Schools is concerned, it would seem that the plan of annual promotion is working well. It is clear that it is an advantage to the Grammar Schools, as it avoids that breaking up of classes and crowding up of scholars so annoying to the teachers, and detrimental to steady and sound progress. In some localities the work in the lowest classes of the Primary Schools was rendered less satisfactory by the overcrowding, because of the difficulty of finding proper accommodations. If the City Council shall provide the accommodations that have been asked for, the advantages of the present plan will be experienced in all the Primary Schools.

SPECIAL ASSISTANTS.

The employment of special assistants in third classes, when the number of pupils to a teacher exceeds fifty-six, has proved an excellent arrangement. It is true there are experienced teachers who prefer to do without such help. Generally, however, special assistants are desired; and the supervisors are convinced that much better work is accomplished in these large classes through their service than possibly can be without it. Especially is the gain seen in writing, and in slate work generally; in the employment of the children in kindergarten ways, and in blackboard exercises. Then, too, these special assistants are acquiring that skill in teaching and that art in managing children, which make them more capable and successful when called to fill vacancies in the corps of regular teachers.

SECOND ASSISTANTS.

Second assistants were appointed in twelve of the large Primary Schools. These have taken charge of the school-supplies; received and placed new scholars; attended to required reports; sent, in cases of emergency, for such substitutes as were designated; rendered assistance to new teachers; exercised a control in the arrangements for order in and about the school building, outside the school-rooms; and performed such other duties as were assigned them by those in charge of their respective schools. Thus far only good results have appeared. The Division Committees have been naturally slow in appointing to this new office. The hasty selection of such teachers without regard to ability, characteristics, or the circumstances of the schools, would prove an injury rather than a benefit. The Board of Supervisors, however, earnestly recommends the appointment, as the way opens, of sensible, capable, and experienced teachers

to these positions, confident that there are Primary teachers deserving of this elevation in rank, and confident that their oversight and general influence will in many ways prove beneficial to the schools.

SUPERVISION.

In the report of the Superintendent, September, 1874, may be read the following paragraph : —

"It is certainly a remarkable fact that the School Board does not possess authoritative and reliable information in respect to the standing of a single class in any one school in the system, from the lowest forms of the Primary Schools to the graduating classes of the High Schools."

Remarkable as is the statement, it was the literal truth. To-day, however, the condition of things is entirely changed. From the reports and records of the supervisors, as made during the year just past, the Superintendent and every member of the School Board can obtain this information, not only in regard to a "single class," but in regard to every class in all the grades of the schools. In addition to this, he can know the conditions under which every school is carried on, its spirit and methods, and its accomplishments; and he can form a fair idea of the governing and teaching capacity and effectiveness of every teacher who has been for any time in the employ of the city. The value of this knowledge in its bearing upon school legislation and direction, in its influence upon the schools themselves from the very fact of its existence, can hardly be overestimated.

Changes that have been wrought in the Primary Schools have been indicated. Changes quite as marked may be pointed out in schools of other grades. It is not necessary to claim that these are entirely due to supervision. Various circumstances have tended to a renewed discussion of pedagogical principles and methods. The teachers generally

have been interested in this discussion, and have profited by it. The admirable courses of lectures by the Professors of the Institute of Technology upon different branches of natural science, designed to meet the special wants of teachers, have produced their effect upon the schools. Influences are still at work leading to a more thorough study of the laws of mental development, and a consequent wiser application of them through the methods of the schools. But it can be claimed that supervision has constantly recognized and encouraged this movement in the direction of better teaching, and, as far as its limited function allowed, enforced attention to it wherever necessary.

Were the methods of teaching the different branches of school study, now prevalent in the schools, described, it would be seen that in many branches they are quite different from the methods of five or six years ago. Two or three instances of this, in the Grammar Schools, may be referred to. Take English Grammar. The study of technical grammar is put farther on in the school course; and, instead of the unprofitable parsing of words, and the mechanical analysis of sentences, there is at first simple practice in the use of language. Thought is excited; the right expression of it brought out, new ideas occasioning the want of new words and new forms of arrangement; and the scholars are led through the use of language to an understanding of its recognized forms, and a familiarity with them. The foundation is thus laid for the study of grammar proper, and the scholars are habituated to composition. Hardly less observable is the change in the manner of teaching Geography. It is no longer "a study of dry details," but a study of the diversified surface of the earth, its varied climates, the distribution of vegetable and animal life, and "the conditions of human life as to manners, customs, occupations, governments, and religions." History furnishes no more the staple for *memoriter* recitations, or the answers merely to

questions. It is the story of what has been, filled with human interest because woven from human lives. The recitations are generally topical or biographical. Oral instruction in natural science has made a place for itself, and, as the scholars are led to observe and think for themselves, becomes of great value. Looking at the mere outside, no change in the general order of the schools would, perhaps, be visible; but looking underneath, to the motives operating, a marked difference in many schools would be recognized.

These things, however, are only alluded to as the beginnings of the work in progress. They show, to a certain extent, what has been accomplished in the schools most favored by wise management and skilful teaching. It is getting to be felt that there is a science of education, and that out of that science will come the true art of teaching. It is for the teachers to seek to be masters of that art; and it is but their right to have all the freedom and aids their position requires. It is for supervision to do them all the service possible by bringing about the conditions necessary to the best results.

THE COMING YEAR.

At the close of the school year the Board of Supervisors gave careful consideration to the requirements of the coming year. For the reasons so well set forth in the last report of the Superintendent, the School Board gave the charge of the Primary Schools to the six supervisors, leaving the supervisors who had had the charge of those schools free to share in the supervision of the other grades. No loss is in any way anticipated from this change, and an evident advantage is to be gained by it. All the supervisors will now have a common work and common interests, and the opportunity of keeping in view the progress of pupils through all of the school course. The Superintendent was requested to make

the apportionment of the schools of different grades, and to assign to the respective supervisors. A general plan of operations was decided upon, and measures were initiated looking towards more systematic and effective methods of work.

In closing this report the supervisors would express their grateful acknowledgment of the aid they have received from the School Board, and its various sub-committees, in the performance of their duties.

Respectfully submitted,

JOHN KNEELAND,

For the Board of Supervisors.

REPORT
OF THE
COMMITTEE ON SEWING.
1881.

REPORT.

The example of the Boston schools is often brought forward by those interested in introducing sewing into the public schools of other cities; and letters are frequently received asking information as to the methods pursued here, their success, and various other points of interest. Your committee have thought it well, therefore, to give in the report of this year a brief historical sketch of the introduction of sewing into our schools, with such other information, interesting and useful, for present or future reference, as it might seem wise to embody in a permanent form.

By referring to the records of the Board we find that as early as May 12, 1835, a petition of a committee of ladies of the Seamen's Aid Society, praying that needle-work might be taught to the girls in the Grammar Schools, was read and referred to Messrs. Greele, Fairbanks, and Perry to consider and report.

This committee made a report on May 26th of the same year, and on August 11th the following resolve presented by them was considered and adopted by the Board:—

Resolved, That the girls of the second and third classes, who attend the public writing-schools of this city, may be instructed by the female instructors of said schools in plain sewing, one hour in the afternoon of every school-day, beginning forthwith and ending the first Monday in November of the present year, and in future years beginning the first Monday in April and ending, as aforesaid, the first Monday in November.

This resolve was accepted and adopted.

At a meeting of the School Committee, held March 26, 1839, a petition of Samuel P. Scott, and others, praying that sewing and knitting be introduced and taught at the Primary Schools, was read and referred to the Primary School Committee.

In the Primary School Committee this petition was referred to the Standing Committee, who subsequently reported that it was unnecessary to take any action on the subject, as these branches of domestic education were already attended to in the Primary Schools.

On January 19, 1854, the School Board passed the following order : —

Ordered, That Messrs. Stevenson, Lothrop, and Norcross be a committee to inquire into and report upon the expediency of requiring sewing to be taught in all the Grammar Schools.

At a meeting held February 7 of the same year a petition, signed by thirty-nine hundred and forty-seven women of Boston, requesting that sewing might be introduced into all the Grammar Schools for girls, was presented and referred to the committee having that subject in charge.

This special committee reported February 24, stating that they believed the usefulness of the schools would be enhanced by the proposed change, while their efficiency in respect to other branches of education would not be impaired by it, and that no girl could be considered properly educated who could not sew.

The committee also unanimously recommended the adoption of the following regulation and order : —

Instruction shall be given in sewing to all the pupils in the fourth class in each of the Grammar Schools for girls.

There shall be given to each pupil in those classes two lessons, of not less than one hour each, every week. The sub-committee of each school shall nominate to this Board for confirmation some qualified person as

teacher of sewing, whose compensation shall be two hundred dollars per annum.

Ordered, That the sub-committees of each of the Grammar Schools for girls be instructed to make the necessary arrangements for carrying the regulations concerning sewing into effect forthwith.

The regulation and order were adopted by the Board March 20, 1854, when it was also

Ordered, That the sub-committee of each of the several schools be authorized to furnish materials for sewing, to an amount not exceeding twenty dollars annually, for each school in which instruction in the art is introduced.

The schools at this time were divided into four classes only. The fourth class, which was the lowest, contained one-third, perhaps, of all the pupils of a school.

On May 15, 1855, on the recommendation of the Committee on Salaries, who reported that there was a great difference in the amount of work performed by the individual sewing teachers, the following order was adopted:—

Ordered, That after the first of June next the salaries of the teachers of sewing shall be as follows: in the Bigelow, Bowdoin, Boylston, Chapman, Dwight, Franklin, Lyman, Mather, and Wells Schools, two hundred dollars; in the Smith one hundred dollars; in the Hancock two hundred and twenty-five dollars, and in the Winthrop two hundred and seventy-five dollars.

The order was amended so as to provide that the salaries of the teachers of sewing in the Hancock and Winthrop Schools shall be three hundred dollars per annum. The report was accepted, and the order passed as amended. Objections were made, however, by some of the masters to the admission of sewing into their schools: and some members of the Board, also, were opposed to its general introduction on September 11, 1855; therefore the Board adopted the following order:—

Ordered. That the several district committees of the girls' schools be authorized to discontinue the giving instruction in sewing therein whenever, in their judgment, such a course shall be for the best interest of the school.

In 1868 a change in the course of study was adopted by which the number of classes was increased from four to six in all the schools; and in November, 1870, the rules were amended so as to provide that instruction shall be given in sewing to the fourth, fifth, and sixth classes in the Grammar Schools for girls, provided that not more than six divisions be taught in any one school.

On the reorganization of the Board, in 1876, the Rules and Regulations as adopted were referred to the Committee on Rules and Regulations, with instructions to report any amendments thereto which they deemed advisable.

The Committee on Rules and Regulations reported the following as Section 235 of the Revised Regulations:—

Sect. 235. Instruction shall be given in sewing twice a week, for one hour at a time, to the fourth, fifth, and sixth classes of girls in the Grammar Schools, and such instruction may be extended into other classes by the Board on the joint recommendation of the Committee on Sewing and the Division Committee of the school where such extension is proposed,* etc., etc.

This regulation was adopted by the Board April 25, 1876, and is still in force.

These three lower classes of the schools as thus organized contain more than two-thirds of all the pupils in the Grammar Schools.

After sewing was established in all the girls' schools it went on quietly, though in most of them apparently very languidly, for many years.

The interest in all industrial education greatly increased, however, in this interval, and more attention was drawn to sewing.

In 1867 or 1868 a complete reform was instituted in the Shurtleff School with regard to this branch of instruction, which has since then been very successfully carried on there; and great improvement took place in some other schools also, at different times.

In 1865 or 1866 a lady in this city, well known for her benevolence and generous public spirit, had requested that a class of older girls in the Winthrop School might receive instruction in more advanced needle-work at her expense, and for this purpose she agreed to send, once a week, a dress-maker and a seamstress, and supply all the materials.

This request having been granted, the results proved so eminently satisfactory that, after a trial of several years, when the matter was no longer an experiment, the work was surrendered by the lady who had commenced it, and who thought it time that the city should carry it on.

In 1873, therefore, on application of the principal of the school, supported by the sub-committee, the Board granted permission to make the teaching in the Winthrop School exceptional in respect to sewing. A teacher was appointed, who was to give her whole time to the work, extending the instruction throughout the school, and teaching the most advanced class to cut and fit their own dresses.

Some members of the School Board, who were particularly interested in this subject, and who had watched the progress of this experiment, became convinced that the results obtained in this particular department of instruction were not so good in our schools generally as might be expected from the time and money devoted to it. On June 30, 1874, therefore, a committee was appointed to take into consideration the subject of sewing in the schools, and to present such changes, if any, as might seem advisable to them.

This committee made its report Dec. 22, 1874.

This report was referred to the Committee on Rules and

Regulations and the Committee on Salaries jointly. As the result of the report of the Joint Committee, the School Board decided to add to the Standing Committees a Committee on Sewing, whose duty it should be to exercise a general supervision over that department of instruction. And the first Committee on Sewing was appointed April 27, 1875, consisting of Messrs. Shattuck, Chapin, Misses Peabody and Hale, Messrs. Chaney, Quinn, and Toland. At that same meeting a question having arisen as to the legal right of the Board to employ special teachers of sewing, an order was adopted requesting the opinion of the City Solicitor on this point.

His opinion, given May 18, 1875, was, that it was not competent for the Board to employ special teachers to teach the art of sewing in the public schools.

At the meeting of the Board, held Sept. 14, 1875, the following order was therefore adopted:—

Ordered, That the City Council be requested to establish an industrial school in each of the Grammar Schools in which girls are taught, for the purpose of giving instruction in sewing, as provided by Chapter 86, Acts and Resolves of 1872.

And at the meeting of January 4, 1876, it was

Ordered, That the Committee on Sewing be authorized to petition the Legislature, on behalf of this Board, for the passage of an act legalizing the doings of the Board in reference to the employment of teachers of sewing in the public schools.

The result of this petition was to secure, in 1876, the passage of the following act:—

ACTS AND RESOLVES, 1876, CHAP. 3.

AN ACT *authorizing the teaching of sewing in the public schools.*

Be it enacted, etc., as follows:—

SECTION 1. Sewing shall be taught, in any city or town, in all the public schools in which the school committee of such city or town deem it expedient.

SECT. 2. The action of the school committee of any city or town in causing sewing to be taught in the public schools thereof is ratified, confirmed, and made valid to the same extent as if this act had passed prior to such teaching.

SECT. 3. This act shall take effect upon its passage.

[Approved February 1, 1876.]

The change that has taken place in the sewing in our schools since the appointment of the Committee on Sewing proves the wisdom of putting it under special supervision.

The first examinations showed that in many of the schools there was a lack of interest in this work, which led to disastrous results. No one in particular cared for the sewing; it was crowded out more or less by any lesson which happened to need a little extra time; it was apparently nobody's business to inspect the amount or quality of the work done, and the natural consequences followed. The improvement since then has been steady.

Masters and teachers have generally shown themselves ready to coöperate with the committee, and have entered heartily into the effort to lift this branch of instruction to its proper place, and to see that the time allotted to it is no longer wasted or abridged; and some of the schools where sewing was then held in most contempt are to-day justly proud of the amount, variety, and excellence of the work they accomplish.

Perhaps no one thing has contributed more to awaken interest, and hence to produce good results, than the exhibitions of sewing. At first, poorly attended, for there was not much to rouse the enthusiasm of children, teachers, or parents in the quality of work that was done, they have grown steadily in favor, and now are often crowded; and almost every child is eager to finish some article of needle-work so nicely that it shall be worthy of a place on the tables, and add to their attractiveness. These exhibitions do not interfere in the least with the regular work of the school,

but rather give an opportunity to parents and friends of seeing it as it goes on its daily course, and while wakening a greater interest on their part, serve, if rightly guarded, as a not unworthy incentive to the pupils.

This improvement in the character and quality of the work has had its natural effect in winning the approval of those who, in the beginning, were opposed to sewing in the schools, because they thought it took time which might be more profitably employed.

It would probably be difficult to-day to find any master (of a girls' school), or any member of the Board, who would be willing to remove sewing from the schools.

Evidence of the practical value of this instruction is constantly increasing, and the following passage, taken from last year's report, states facts which each year's experience confirms and multiplies: "Not unfrequently young girls, fresh from school, find steady remunerative employment, thanks to their skill with the needle. Others are now able to keep their own garments and those of younger sisters and brothers neat and tidy where formerly rents and rags prevailed, and many graduates of our schools in more favored positions admit that they owe their skill in fine needle-work entirely to the teaching received at school."

The purpose of the Committee on Sewing has always been to make the instruction in needle-work thoroughly practical and useful. Meaningless stitches set in useless bits of cloth have always been disapproved, and the children have been encouraged to begin as early as practicable on some useful garment, however simple. After the varieties of plain needle-work are taught, attention is paid to mending, patching, darning, making button-holes, and especially to nice fitting and finishing of work.

Fancy work is not allowed except occasionally, for a little while before Christmas, or as a reward for proficiency in the various branches of plain sewing.

To secure the results desired it is necessary that the sewing-

teacher shall not only be skilful with her needle, but expert in cutting, fitting, and preparing work, and she must devote much time out of her regular hours of teaching to that preparation, if her work is properly done. The regular teacher of the room maintains discipline, keeps account of the sewing, sees that all things are ready for work, and aids the sewing-teacher during her hour; for in a class of fifty or sixty pupils the hour allotted to sewing will not allow much attention to any one pupil, unless some aid is given by the teacher of the room.

Were instruction in sewing left entirely to the regular teachers it would almost inevitably soon degenerate again into the setting of careless stitches in shreds and patches. For even if all our teachers were experienced seamstresses, which is more than would be reasonable to ask, in addition to the other qualifications demanded of them, they could not find the time and strength needed for the proper preparation of the work, and the careful oversight of its performance.

While there is, of course, still much room for improvement, your committee has reason to be satisfied with the quality and quantity of the work done in the schools the past year, the latter being shown in the usual schedule herewith annexed. The cost of material supplied by the city, during this year, has amounted only to \$208.23.

No changes have been made during the year except in the list of substitutes, which has been revised, with the aid of the Board of Supervisors.

We append the Regulations adopted for the department of sewing in the schools in June, 1876, and the usual statistical table for the past year.

For the Committee on Sewing,

LUCIA M. PEABODY,
Chairman.

REGULATIONS FOR THE DEPARTMENT OF SEWING IN THE PUBLIC SCHOOLS.

1. Two hours a week, as appointed by the Regulations of the School Committee, shall be given to each scholar of the fourth, fifth, and sixth classes of the Grammar Schools, one hour at a time, for instruction in sewing. This time should not be shortened for other studies, or examinations, or any other purposes, without the consent of the Committee on Sewing, especially obtained.

2. Each scholar shall be requested to bring work from home prepared, as far as possible. But, in any case where it is not so provided, the sewing teacher will be expected to have work on hand, that there may be no excuse for an unoccupied hour, and that time may not be wasted in sending home for work.

3. A sufficient supply of needles, thread, and thimbles shall be kept on hand by the sewing teacher, to furnish to any child who is without them, from carelessness, or inability to supply them, or who has not the proper needle or thread for her work.

4. The sewing teacher is requested to make all preparation and fitting of work out of school, that she may give the whole of the hour to the oversight of the work. Any fitting that requires time should be laid aside, to be attended to out of the hour, and other work supplied in its place.

5. Every effort should be made to vary the instruction, that every girl may learn thoroughly the varieties of work. If she has learned one kind of work, the sewing teacher is requested to furnish her with some other variety, that she may be made efficient in all kinds of work. In this way patchwork should be discouraged after a scholar has learned thoroughly what can be learned from it. Every effort should be made for promotion in work, from plain sewing, through the darning of stockings, to nice stitching and button-holes, from the simpler to the more difficult, in order to give an

interest and desire for perfection in such work. It is a good plan to keep pieces of cloth for practice in making button-holes, stitching, or any other such special work, which can be given wherever there is want of work, or if other work has been completed in the course of the hour, or to carry out the idea of promotion.

6. The sewing teacher may find assistance from any charitable society with which she is connected, which would willingly furnish garments prepared and fitted, to be returned to the society when completed.

Or she can suggest to any scholar who has not provided material for her work, that she may show to her mother the garment she has finished at school, and offer it to her for the price of the material. Many a mother would like to buy such a garment, for its use, or for a specimen of work, if it is well done.

7. The regular teacher of the class is expected to take entire charge of the discipline of the class, as she is more thoroughly acquainted with her scholars; also to see that the work is distributed promptly, at the beginning of the hour, either by herself or through monitors, and to assist in keeping each scholar diligently occupied through the sewing hour. It is recommended that she should give credits, or marks, for efficiency or inefficiency in sewing, in the same manner and according to the methods pursued in other lessons in her class.

In the mixed schools, when girls are taken from one or more classes to form one division, the boys of these classes can be put under one teacher, while the other takes charge of the class in sewing, and these teachers can alternate in their duties.

The Committee on Sewing believe that if these regulations are closely adhered to, not only will the sewing become more efficient, and the teaching more practical, but each teacher will find an advantage from the regularity and the thoroughness of its instruction.

SEWING REPORT, 1880-1881.

Schools.	Aprons.	Bags.	Bed Linen.	Button-holes.	Children's Clothing.	Curtains and Towels.	Dolls' Attiches.	Dresses and Saques.	Handkerchiefs.	Miscellaneous and repairing.	Sewing by yard.	Table Linen.	Under Garments.	Totals.
Adams	45	20	30	25'	8	50	20	. . . .	78	75	90	25	35	501
Allston	68	28	61	209	4	39	7	3	25	30	56	26	52	608
Andrew	157	22	63	237	96	52	27	13	145	34	19	53	110	1,033
Beunett	146	33	53	96	21	15	10	7	40	25	73	23	50	592
Bowditch	372	81	162	532	9	121	. . . .	17	91	214	. . . .	16	253	1,868
Bowdoin	225	80	154	108	133	147	207	6	162	151	210	136	361	2,080
Banker Hill	415	55	168	207	57	153	22	5	265	95	1,251	38	131	2,922
Chapman	126	50	142	332	7	44	29	15	103	31	56	37	156	1,128
Charles Sumner	85	42	77	245	7	20	15	10	40	85	20	27	91	764
Comins	247	59	144	150	. . . .	129	16	17	297	214	365	61	102	1,801
Dearborn	282	81	191	314	104	189	166	42	134	102	98	72	154	1,929
Dor-Everett	133	61	92	120	13	41	19	6	50	77	28	70	68	778
Dillaway	98	88	127	140	60	150	39	16	56	90	65	164	198	1,291
Emerson	143	33	139	197	22	75	. . . .	1	127	61	83	56	186	1,123
Everett	389	145	396	883	144	389	. . . .	48	176	349	160	349	383	3,811
Franklin	240	161	339	783	73	135	79	12	193	453	427	93	264	3,552
Protingham	214	66	127	344	13	143	. . . .	7	143	249	342	27	146	1,821
Gaston	332	57	226	816	. . . .	201	59	4	278	103	179	85	251	2,592
Gibson	70	60	75	160	40	35	40	15	60	80	60	20	40	755

Hancock	1,286	231	312	138	177	264	27	37	442	282	684	43	383	4,110
Harris	62	25	77	340	27	27	. . .	10	65	41	57	45	71	847
Harvard	291	35	192	177	17	205	. . .	15	237	291	469	27	126	2,082
Hillside	109	81	126	79	63	149	51	16	116	75	59	65	96	1,136
Horace Mann	30	6	14	126	30	10	4	13	6	40	200	10	40	529
Lewis	166	23	119	635	98	181	88	9	75	159	228	86	89	1,956
Lowell	211	39	179	998	129	514	61	24	165	385	25	75	92	2,897
Lyman	114	2	60	77	12	92	33	5	19	67	20	43	25	569
Mather	41	99	49	114	35	55	29	19	50	85	20	24	68	688
Minot	72	40	62	200	15	31	. . .	5	76	30	45	40	60	676
Mt. Vernon	30	27	77	120	. . .	20	10	9	37	55	15	20	68	488
Norcross	424	179	227	582	105	209	4	6	159	342	179	134	270	2,815
Prescott	267	55	112	69	14	74	6	3	97	90	350	6	125	1,263
Prince	16	104	21	. . .	4	49	13	. . .	44	40	44	38	10	383
Sherwin	327	35	139	625	56	154	. . .	21	142	42	. . .	33	179	1,733
Shurtleff	590	224	756	2,306	. . .	522	. . .	34	516	1,378	. . .	259	571	7,106
Stoughton	68	50	78	165	50	50	45	20	60	75	65	30	50	806
Tilston	30	10	25	65	15	10	20	5	20	35	30	10	20	295
Warren	309	46	187	169	36	156	45	2	145	172	1,200	96	117	2,770
Wells	296	157	216	437	117	139	61	14	275	335	74	187	319	2,027
Winthrop	655	179	331	1,265	98	92	9	69	323	65	. . .	79	517	3,622
Totals	9,333	2,882	6,125	14,585	1,909	5,131	1,261	580	5,557	6,602	7,241	2,733	6,332	70,271

REPORT OF COMMITTEE
ON THE
HORACE MANN SCHOOL
FOR THE DEAF.

1881.

ANNUAL REPORT.

IN SCHOOL COMMITTEE, BOSTON, Dec. 13, 1881.

At the close of the last school year, in June, 1880, there were seventy-nine pupils in this school. Since that time twelve new ones have been added, and eleven withdrawn. Of the latter number, two bright, promising pupils died; four removed from the State; two were kept at home to assist in the family; one was too ill to continue at school; one was employed in a factory; and one, having lost his home by the death of a widowed mother, was transferred to the American Asylum for the deaf and dumb at Hartford. Fifty-five of the present pupils reside in Boston, twenty-two in towns in the vicinity, and three come from other States.

During the winter this school suffered from the prevalence of measles and mumps, as did the other public schools of the city; but these diseases affected chiefly the youngest classes. With this exception the health of the pupils was good throughout the year.

The spirit and methods of the school, its classification, and the results of the instruction were acceptable to those who watched its progress during the year. But one change occurred in the corps of teachers. In November last, Miss Alice M. Jordan, who had been an efficient and devoted teacher for nearly seven years, resigned; and Miss Sarah A. Jordan, a younger sister, who was graduated from the Boston Normal School in 1877, and afterwards had special training for, and experience in, the instruction of the deaf, was elected her successor.

The value of experience combined with a constant study of

the principles of education, and with their application to methods of teaching, is, perhaps, nowhere more evident than in schools for the deaf. Children, who have one of the most important avenues to the mind closed forever, ought to receive instruction from exceptionally skilful, ingenious, and patient teachers. It has been gratifying to the committee to see the interest of the teachers in devising ways and means to aid the pupils in their most difficult task, — the acquisition and use of the English language. The deaf child, on entering school, must be taught the words, phrases, and simple sentences, which are used in daily speech, through the constant association of their written forms with the objects and ideas that they symbolize. In this part of the instruction, the teachers have found the papyrograph an invaluable aid. To avoid wearisome exercises, as well as to give increasing interest to the acquirement of a vocabulary, illustrated word-lessons and sentence-lessons have been prepared for the youngest classes. Papyrographic copies of these, and of other simple language-lessons, have supplemented the black-board work of the teacher. Lessons in geography and history, written in the simplest language, and reproduced by the papyrograph, have taken the place of text-books, or led gradually to their use. The progress which the older pupils have made in language is best shown by their ability to use the text-books designed for children who can hear.

The teaching of sewing, as a part of the regular school work, has been continued with good results.

In the early part of the school year, the committee in charge received and accepted a proposal for a course of Kitchen-Garden lessons, including the loan of necessary apparatus, and the results are highly satisfactory. This instruction was provided by a benevolent lady, who had established similar classes in different parts of the city. Once a week a class of twenty-four girls was taught by an experienced teacher. The opportunity to have the apparatus at the school was of

great value to the children, who were thus made familiar with the names of household implements, and with the language associated with their use. As little girls often learn thoroughly the varieties of common sewing by dressing their dolls, so they can learn household avocations by handling miniature utensils and articles under skilful direction; and can thus acquire, early, neat and careful ways of doing house-work. These twenty-four girls will never forget the instruction received in the proper way to lay tables, to sweep and dust rooms, to make beds, and to wash clothes. Their progress in learning the language of home-life was very marked, and was one of the most important results of this course of object-lessons.

As during the previous year, a class of girls attended the Boston Cooking School, on Saturdays. Reports from the parents show that they applied the knowledge which they obtained, and thus contributed to the comfort of their homes. At the suggestion of the teacher, three of these girls took an advanced course of lessons in a class with persons who can hear.

A few weeks before the close of the school year, one of our boys was admitted to an afternoon class at the North-End Industrial School, where a practical carpenter taught the use of tools. Another boy went every afternoon to the the shop of a sign-painter, to learn that trade. Both of these boys were occupied in their respective shops during the greater part of the vacation, and will probably continue their afternoon lessons during the coming year. We have gratifying prospects of mechanical instruction for more of our boys. Further opportunities for industrial training, out of school, are earnestly sought by the principal, and will be cordially embraced wherever they are found.

F. LYMAN WINSHIP,
GEORGE A. THAYER,
DAN S. SMALLEY,

Committee.

REGULATIONS OF THE HORACE MANN SCHOOL.

(Chapter XX. of the Regulations of the Public Schools of the City of Boston.)

SECTION 295. This school was established by the Boston School Committee, in coöperation with the State Board of Education, as a day school for deaf children to whom it may be accessible.

SECT. 296. Pupils over five years of age are admitted in accordance with an act passed by the Legislature in 1869. (Gen. Stats., Chap. 333.)

"The Governor, with the approval of the Board of Education, is hereby authorized to send such deaf-mutes or deaf children as he may deem fit subjects for instruction, at the expense of the Commonwealth, to the American Asylum at Hartford, or to the Clarke Institution for Deaf-Mutes at Northampton [or any other school for deaf-mutes in this Commonwealth], as the parents or guardians may prefer."

SECT. 297. This school is designed to give an elementary English education, but, as a preparation for this, it must first impart to pupils entering as deaf-mutes, the meaning and use of ordinary language. It aims to teach all its pupils to speak and to read the speech of others from their lips. The general regulations of the public schools, Chapter XIV., so far as applicable, are to be enforced in this school.

SECT. 298. The teachers shall be a principal, a first assistant, and as many other assistants as may be necessary, provided the instructors, beside the principal, shall not exceed one for every ten pupils; and an additional teacher may be nominated, subject to the provisions of Section 43, whenever there is an excess of five pupils registered.

SECT. 299. The sessions of this school shall begin at 9 A.M., and close at 2 P.M., on every week-day except Saturdays, when there shall be no session.

TERMS OF ADMISSION.

Any deaf child over five years of age, residing in Boston, not mentally nor physically disqualified, is entitled to admission. Children residing out of Boston will be admitted, subject to the preceding conditions, and will be charged the average cost per pupil for tuition, unless received as State beneficiaries. No pupil will be admitted without a certificate of vaccination, signed by a physician.

Parents or guardians desiring the admission of children as State pupils can obtain the blank form of application, and other instructions, at the school, No. 63 Warrenton street, or at the office of the Secretary of State.

Children from other States will be received, subject to the above conditions, on the payment of tuition, or upon warrants from the executives of such States.

The school year begins on the first Monday in September, and ends on the last Tuesday in June; but pupils are admitted at any time.

Communications and letters may be addressed to the Principal, Miss Sarah Fuller, No. 63 Warrenton street, Boston.

FORM OF APPLICATION FOR THE INSTRUCTION OF
DEAF-MUTES.

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To His Excellency the Governor:—

I, _____ of _____, in the County of _____, and Commonwealth of Massachusetts, respectfully represent to Your Excellency, that my ¹ _____ aged _____ years, is a DEAF-MUTE, and cannot be properly instructed in the Public Schools of this Commonwealth; and that I am unable, in addition to my other necessary expenditures, to defray the expense attending its instruction and support. I therefore respectfully request that Your Excellency will send it either to the American Asylum at Hartford, the Horace Mann School at Boston, or to the Clarke Institution at Northampton.

(Signed) _____

¹ Insert name of son, daughter, or ward.

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The undersigned, being acquainted with _____, a resident of this _____, are of the opinion that the foregoing statement made by him is true, and that he is entitled to the benefit of legislative appropriation for the education of deaf and dumb persons.

} *Selectmen of*
}

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I hereby certify that the above named _____, a deaf-mute, is free from all contagious diseases, and, as I believe, from all immoralities of conduct; is neither sickly nor mentally weak, and is a fit subject for instruction at the expense of the Commonwealth.

_____, *M.D.*

NOTE.—The first of the above declarations must be signed by the parent or guardian of the applicant; the second by the selectmen, or a majority of them, of the town, or by the mayor of the city, where the applicant resides; and the third, by the family physician, or some other competent medical practitioner. In case the request for admission is granted, the parent or guardian of the proposed beneficiary will be forthwith notified, and a Warrant will be forwarded to the Principal. The time for admitting pupils is at the close of the summer vacation,—at Hartford, on the second Wednesday in September; and, at Northampton, on the third Wednesday in September, when classes are formed. Pupils can be admitted to the Boston school at any time.

QUESTIONS TO BE ANSWERED BY PARENT OR GUARDIAN.

1. Name of parents.
2. Residence.
3. Birthplace of parents.
4. Were they deaf and dumb?
5. Have they other children deaf and dumb?
6. Name of child.
7. Birthplace of child.
8. Was the child born deaf and dumb?
9. Has the child ever spoken?
10. If it has, when was hearing lost?
11. What was the cause?
12. Has the child ever been at school?
13. How much has the child been taught?
14. Is it preferred to have the child sent to the American Asylum, Hartford, the Horace Mann School for the Deaf, or the Clarke Institution, Northampton?
15. Is the child mentally weak?
16. Does the child now speak; if so, how many words?
17. REMARKS.

ACTS OF 1871, CHAP. 300.

AN ACT RELATING TO DEAF-MUTES.

Be it enacted, etc., as follows: —

SECTION 1. No beneficiary of this Commonwealth, in any institution or school for the education of deaf-mutes, shall be withdrawn therefrom except with the consent of the proper authorities of such institution or school, or of the Governor of this Commonwealth.

SECT. 2. This act shall take effect upon its passage.

[*Approved May 17, 1871.*]

It seems proper that the following circular and votes of the State Board of Education should be appended to this report: —

COMMONWEALTH OF MASSACHUSETTS.

BOARD OF EDUCATION, BOSTON, Sept. , 1877.

To the School Committee of

GENTLEMEN: — By the provisions of Chap. 311, Sect. 3, of the Acts of 1867, “the education of all deaf-mutes, who are now receiving or may hereafter receive instruction at the expense of the Commonwealth, shall be subject to the direction and supervision of the Board of Education.”

It is believed there are many unfortunate children of this class scattered throughout the State, whose parents are unable to defray the expense, and are ignorant of the fact that the Commonwealth makes provision for their gratuitous education, either at the American Asylum at Hartford, the Clarke Institution at Northampton, or the Horace Mann School, at Boston.

In order that none of those for whom provision is thus made may lose its benefits, the Secretary of this Board of Education deems it his duty to call the attention of the School Committees in the several cities and towns of the State to the subject, and to request very earnestly that they will ascertain and report to him, as soon as possible, if there are any children within their jurisdiction who ought to be sent to one of the institutions provided for their education.

Respectfully yours,

JOHN W. DICKINSON,

Secretary.

At a meeting of the State Board of Education, held at Boston, July 18, 1877, it was voted:—

I. That a permanent committee be appointed, consisting of the Secretary of the Board and the Principals of the three Schools for the Deaf and Dumb, which shall examine and record all applications, and advise in regard to the disposal to be made of each applicant.

II. That this committee meet as often as twice a year (or more frequently if desirable), at Boston, Springfield, or Northampton, to examine both the applications and the persons applying for admission, or as many of the latter as can conveniently be brought together for the purpose.

III. That lists of applications and admissions, with such information concerning the cases as is attainable, be furnished to each principal, so that no child may be overlooked whenever a vacancy occurs in the schools.

Attest:

OLIVER WARNER,

Assistant Secretary.

ORGANIZATION
OF
SCHOOL COMMITTEE
FOR 1881.

SCHOOL COMMITTEE, 1881.

HON. FREDERICK O. PRINCE, Mayor, *ex-officio*.

[Term expires January, 1882.]

Charles C. Perkins,

John G. Blake,¹

John B. Moran,

James W. Fox,²

Charles H. Reed,

Brooks Adams,

William A. Rust,

Lucia M. Peabody,

William H. Finney,³

Dan S. Smalley.⁴

[Term expires January, 1883.]

F. Lyman Winship,⁵

William H. Finney,¹

Henry P. Bowditch,³

James A. Fleming,

George M. Hobbs,

George B. Hyde,

George A. Thayer,

E. F. Spaulding.

[Term expires January, 1884.]

Nahum Chapin,

Abram E. Cutter,

Charles T. Gallagher,

John W. Porter,

Charles L. Flint,

George H. Plummer,

Henry W. Swift,⁵

John C. Crowley.

¹ Resigned September 13, 1881.

² Elected to fill vacancy caused by resignation of William H. Finney.

³ Resigned September 27, 1881.

⁴ Elected to fill vacancy caused by resignation of Henry P. Bowditch.

⁵ Resigned November 22, 1881.

OFFICERS OF THE BOARD.

President.

HON. FREDERICK O. PRINCE, *Mayor.*

Vice-President.

WILLIAM H. FINNEY.

Secretary.

PHINEAS BATES, JR.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent.

EDWIN P. SEAVER.

Supervisors.

SAMUEL W. MASON,
LUCRETIA CROCKER,
ELLIS PETERSON,

FRANCIS W. PARKER,
GEORGE A. LITTLEFIELD,
JOHN KNEELAND.

Messenger.

ALVAN H. PETERS.

STANDING COMMITTEES.

- ACCOUNTS. — F. Lyman Winship, *Chairman*, Messrs. Fox, Reed, Fleming, Rust.
- ANNUAL REPORT. — George A. Thayer, *Chairman*, Messrs. Hobbs, Blake.
- DRAWING AND MUSIC. — Charles C. Perkins, *Chairman*, Miss Peabody, Messrs. Cutter, Blake, Spaulding.
- ELECTIONS. — George M. Hobbs, *Chairman*, Messrs. Porter, Fox.
- EVENING SCHOOLS. — Charles H. Reed, *Chairman*, Messrs. Fleming, Hobbs, Fox, Gallagher, Hyde.
- EXAMINATIONS. — George A. Thayer, *Chairman*, Miss Peabody, Messrs. Moran, Hyde, Flint.
- HORACE MANN SCHOOL. — F. Lyman Winship, *Chairman*, Messrs. Thayer, Bowditch.
- NOMINATIONS. — George H. Plummer, *Chairman*, Messrs. Bowditch, Fleming, Cutter, Porter.
- PRIMARY SCHOOL INSTRUCTION. — Brooks Adams, *Chairman*, Messrs. Moran, Finney, Reed, Swift.
- RULES AND REGULATIONS. — George M. Hobbs, *Chairman*, Messrs. Porter, Flint, Crowley, Spaulding.
- SALARIES. — George H. Plummer, *Chairman*, Messrs. Chapin, Thayer, Cutter, Crowley.
- SCHOOL-HOUSES. — Nahum Chapin, *Chairman*, Messrs. Plummer, Bowditch, Winship, Gallagher.
- SCHOOLS FOR LICENSED MINORS. — Nahum Chapin, *Chairman*, Messrs. Rust, Spaulding.
- SEWING. — Miss Lucia M. Peabody, *Chairman*, Messrs. Winship, Chapin, Fox, Fleming.
- SUPPLIES. — William H. Finney, *Chairman*, Messrs. Plummer, Chapin, Adams, Moran.
- TEXT-BOOKS. — John G. Blake, *Chairman*, Messrs. Finney, Adams, Crowley, Swift.
- TRUANT OFFICERS. — The Mayor, *Chairman*, Messrs. Finney, Moran, Reed, Swift.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

NORMAL SCHOOL. — George M. Hobbs, *Chairman*, Messrs. Moran, Finney, Hyde, Miss Peabody.

HIGH SCHOOLS. — Charles L. Flint, *Chairman*, Messrs. Bowditch, Adams, Blake, Swift.

FIRST DIVISION. — George H. Plummer, *Chairman*, Messrs. Chapin, Cutter, Fleming, Spaulding.

SECOND DIVISION. — Abram E. Cutter, *Chairman*, Messrs. Chapin, Perkins, Spaulding, Finney.

THIRD DIVISION. — Charles C. Perkins, *Chairman*, Messrs. Plummer, Adams, Fleming, Rust.

FOURTH DIVISION. — John C. Crowley, *Chairman*, Messrs. Blake, Reed, Fox, Swift.

FIFTH DIVISION. — Charles H. Reed, *Chairman*, Messrs. Crowley, Hyde, Moran, Flint.

SIXTH DIVISION. — George A. Thayer, *Chairman*, Messrs. Fox, Blake, Flint, Gallagher.

SEVENTH DIVISION. — John B. Moran, *Chairman*, Miss Peabody, Messrs. Hobbs, Finney, Crowley.

EIGHTH DIVISION. — F. Lyman Winship, *Chairman*, Messrs. Bowditch, Hyde.

NINTH DIVISION. — John W. Porter, *Chairman*, Messrs. Hyde, Thayer.

SCHOOLS.

Normal School and Rice Training School.

Latin School, Girls' Latin School, English, Girls', Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston High Schools.

GRAMMAR SCHOOLS.

First Division. — Adams, Chapman, Emerson, Lyman.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

Third Division. — Bowdoin, Eliot, Hancock, Phillips, Wells.

Fourth Division. — Bowditch, Brimmer, Princee, Quincy, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Sherwin.

Sixth Division. — Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, Lewis, Lowell.

Eighth Division. — Allston, Bennett, Central, Charles Sumner, Hillside, Mt. Vernon.

Ninth Division. — Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston.

The Division Committee have general charge of the Primary Schools in the several Divisions. Primary Instruction is in charge of the Standing Committee on that subject, the immediate supervision being entrusted to the Board of Supervisors.

BOARD OF SUPERVISORS.

EDWIN P. SEAVER, Superintendent of Schools, *Chairman*, Newton Highlands.

SAMUEL W. MASON, 105 Washington avenue, Chelsea. Office hour, Monday, 1 P.M.

LUCRETIA CROCKER, 40 Rutland square. Office hour, Thursday, 4.30 P.M.

ELLIS PETERSON, corner Chestnut avenue and Green street, Jamaica Plain. Office hour, Wednesday, 4.30 to 5.30 P.M.

FRANCIS W. PARKER, 150 Tremont street. Office hour, 1 P.M., every day except Saturday.

GEORGE A. LITTLEFIELD, Columbia street, near Washington, Dorchester. Office hour, Monday, Wednesday, and Friday, 12.45 P.M.

JOHN KNEELAND, 31 Winthrop street. Office hour, Monday and Thursday, 4.30 P.M.

Regular meetings of the Board of Supervisors on the second and fourth Mondays in each month at 3 o'clock P.M.

ASSIGNMENT OF SCHOOLS.

SAMUEL W. MASON. — Charlestown High and East Boston High Schools, Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, and Warren Districts.

ELLIS PETERSON. — Latin, Girls' Latin, English High, Girls' High, West Roxbury High, and Brighton High Schools; Allston, Bennett, Central, Charles Sumner, Hillside, Mount Vernon, and Lowell Districts.

LUCRETIA CROCKER. — Normal, Rice Training, Roxbury High, and Horace Mann Schools, Dwight, Everett, Franklin, Sherwin, Comins, and Dudley Districts (excluding Thornton-street Primary).

JOHN KNEELAND. — Dearborn, Dillaway, Lewis, Andrew, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, and Tileston Districts, and Thornton-street Primary School.

FRANCIS W. PARKER. — Bowdoin, Eliot, Hancock, Phillips, Wells, Bigelow, Gaston, and Lincoln Districts.

GEORGE A. LITTLEFIELD. — Dorchester High School, Bowditch, Brimmer, Prince, Quincy, Winthrop, Lawrence, Norcross, and Shurtleff Districts.

SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

SAMUEL W. MASON. — History, Physical Exercises, Writing.

ELLIS PETERSON. — Arithmetic in part, Algebra, Geometry, Trigonometry, Latin, Greek, Psychology.

LUCRETIA CROCKER. — Botany, Zoology, Physiology, Oral Instruction, Geography, Astronomy, Sewing.

JOHN KNEELAND. — Arithmetic in part, Physics, Chemistry, Book-keeping.

FRANCIS W. PARKER. — Reading, Spelling, Modern Languages.

GEORGE A. LITTLEFIELD. — English Language, English Literature.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

COMMITTEE.

George M. Hobbs, <i>Chairman</i> ,	Lucia M. Peabody, <i>Secretary</i> ,
John B. Moran,	George B. Hyde.
William H. Finney,	

Larkin Dunton, <i>Head-Master</i> ,	Annie E. Chace, <i>2d Asst.</i> ,
L. Theresa Moses, <i>1st Asst.</i> ,	W. Bertha Hintz, <i>Special</i> .

RICE TRAINING SCHOOL.

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Lucius A. Wheelock, <i>Master</i> ,	Martha E. Pritchard, <i>1st Asst.</i> ,
Charles F. Kimball, <i>Sub-Master</i> ,	Florence Marshall, <i>2d Asst.</i>
Joseph L. Caverly, <i>2d Sub-Master</i> ,	

THIRD ASSISTANTS.

Ella T. Gould,	Uleyetta Williams,
E. Maria Simonds,	Mattie H. Jackson,
Eliza Cox,	Ella C. Hutchins,
Dora Brown,	Lizzie M. Burnham.

Amos Albee, *Janitor*.

PRIMARY.

Appleton street.

Ella F. Wyman, <i>2d Asst.</i> ,	Ellen F. Beach,
Grace Hooper,	Annie B. Badlam,
Sarah E. Bowers,	Emma L. Wyman,
E. L. B. Hintz,	Dora Williams.

George W. Collings, *Janitor*.

LATIN AND HIGH SCHOOLS.

COMMITTEE

Charles L. Flint, *Chairman*,
Brook Adams,
John B. Blake,

Henry P. Bowditch, *Secretary*,
Henry W. Swift.

PUBLIC LATIN SCHOOL.

Warren avenue.

Moses Merrill, *Head-Master*.

MASTERS.

Charles J. Capen,
Arthur I. Fiske,

Joseph W. Chadwick.

JUNIOR-MASTERS.

Byron Groce,
Frank W. Freeborn,
John K. Richardson,
William Gallagher, Jr.,

Edward P. Jackson,
Louis H. Parkhurst,
William T. Strong,
Benjamin O. Pierce, Jr.

Matthew R. Walsh, *Janitor*.

GIRLS' LATIN SCHOOL.

West Newton street.

John Tetlow, *Master*,
Jennie R. Sheldon, *2d Asst.*,

Augusta R. Curtis, *3d Asst.*

FOURTH ASSISTANTS.

Jessie Girdwood,
Abby Leach,

Mary A. Currier.

Thomas Appleton, *Janitor*.

ENGLISH HIGH SCHOOL.

*Montgomery street.*Francis A. Waterhouse, *Head-Master.*

MASTERS.

Luther W. Anderson,
 Robert E. Babson,
 L. Hall Grandgent,
 Albert Hale,

Charles B. Travis,
 Charles J. Lincoln,
 Alfred P. Gage.

JUNIOR-MASTERS.

Lucius H. Buckingham,
 John F. Casey,
 Manson Seavey,
 Parker Barnes, *Janitor,*

Jerome B. Poole,
 Samuel C. Smith,
 H. Winslow Warren.
 Patrick Tighe, *Janitor.*

GIRLS' HIGH SCHOOL.

West Newton street.

Homer B. Sprague, *Head-Master,* Harriet E. Caryl, *Asst. Prin.,*
 Samuel Thurber, *Junior-Master,* Margaret A. Badger, *1st Asst.*

SECOND ASSISTANTS.

Emma A. Temple, Katherine Knapp.

THIRD ASSISTANTS.

Adeline L. Sylvester, Sarah A. Shorey.
 Emerette O. Patch,

FOURTH ASSISTANTS.

Augusta C. Kimball, Emily M. Deland,
 Lucy R. Woods, Julia A. Stetson,
 Lizzie L. Smith, Laura B. White,
 Charlotte M. Gardner, Margaret C. Brawley,
 Sarah L. Miner, Ellen M. Dyer.
 Elizabeth C. Coburn,

Thomas Appleton, *Janitor.*

ROXBURY HIGH SCHOOL.

Kenilworth street.

S. M. Weston, *Head-Master,* Emily Weeks, *1st Asst.*

THIRD ASSISTANTS.

Eliza D. Gardner,
Helen A. Gardner,

Clara H. Balch, *4th Asst.*,
James A. Beatley, *4th Asst.*

Thomas Colligan, *Janitor.*

DORCHESTER HIGH SCHOOL.

Centre street, corner Dorchester avenue.

Elbridge Smith, *Master*,

Mary W. Hall, *1st Asst.*

FOURTH ASSISTANTS.

Rebecca V. Humphrey,

Laura E. Hovey.

Thomas J. Hatch, *Janitor.*

CHARLESTOWN HIGH SCHOOL.

Monument square.

Caleb Emery, *Master*,

Emma G. Shaw, *2d Asst.*,

Katharine Whitney, *1st Asst.*,

Adelaide E. Somes, *3d Asst.*

FOURTH ASSISTANTS.

Sarah Shaw,

Alla F. Young.

Joseph Smith, *Janitor.*

WEST ROXBURY HIGH SCHOOL.

Elm street, Jamaica Plain.

George C. Mann, *Master*,

Mary L. Charles.

Louise M. Thurston, *3d Asst.*,

J. J. Wentworth, *Janitor.*

BRIGHTON HIGH SCHOOL.

Academy Hill.

Benj. Wormelle, *Master*,

Marion A. Hawes, *4th Asst.*

Anna J. George, *3d Asst.*,

J. R. Marston, *Janitor.*

EAST BOSTON HIGH SCHOOL.

*Public Library Building, Paris and Meridian streets.*John O. Norris, *Master*,Emily J. Tucker, *4th Asst.*Sarah L. Becker, *3d Asst.*,Samuel H. Gradon, *Janitor.*

SPECIAL INSTRUCTORS.

DRAWING.

Henry Hitchings, *Director.*

MUSIC.

Julius Eichberg. Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High, Schools.

J. B. Sharland. Rice, Franklin, Brimmer, Winthrop, Prince, Dwight, Everett, Sherwin, Comins, Dearborn, Dudley, Dillaway, Lewis, Lowell, Central, Hillside, Schools.

Hosea E. Holt. Normal, Wells, Eliot, Hancock, Quincy, Andrew, Bigelow, Gaston, Lawrence, Lincoln, Norcross, Shurtleff, Allston, Bennett, Bowditch, Bowdoin, Phillips, Mt. Vernon, Charles Sumner, Schools.

J. M. Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Dorchester-Everett, Gibson, Harris, Mather, Minot, Stoughton, Tileston, Schools.

FRENCH.

Philippe de Sénancour. Latin School.

Eugene Raymond. English High, Charlestown High, East Boston High, Schools.

Henri Morand. Roxbury High, Dorchester High, Schools.

Marie de Maltchycé. Girls' High School.

Marie C. Ladreyt. West Roxbury High School.

GERMAN.

Ernst C. F. Krauss. Girls' High, Charlestown High, Schools.

J. Frederick Stein. Roxbury High, Dorchester High, West Roxbury High, Brighton High, Schools.

SCIENCES.

Edna F. Calder. Roxbury and West Roxbury High Schools.

MILITARY DRILL.

Hobart Moore. Latin, English High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High, Schools.

A. Dakin, *Armorer*.

SEWING.

Eliza A. Baxter. Bowditch School.
C. L. Bigelow. Bowdoin, Prince, Schools.
E. A. Boyd. Harvard, Prescott, Frothingham, Schools.
Annie E. Brazer. Lowell School.
Eliza M. Cleary. Shurtleff School.
Frances C. Close. Lyman School.
Mrs. Susan Cousens. Chapman, Emerson, Schools.
Isabella Cumming. Winthrop School.
Kate Doherty. Hancock School.
Mrs. Anna J. Goodwin. Winthrop, Horace Mann, Schools.
Sarah E. Hamlin. Norcross School.
Catherine G. Hosmer. Dearborn School.
Lizzie Kenna. Andrew School.
Nellie I. Lincoln. Hillside School.
Delia Mansfield. Comins School.
Catherine C. Nelson. Gibson, Stoughton, Tileston, Schools.
Mary E. Patterson. Gaston School.
J. Zella Ridgway. Charles Sumner, Mt. Vernon, Schools.
M. Elizabeth Robbins. Adams School.
Mrs. Martha A. Sargent. Everett School.
Malvina L. Sears. Lewis School.
Julia A. Skilton. Bunker Hill, Prescott, Warren, Schools.
Sarah A. Stall. Allston, Bennett, Schools.
Frances E. Stevens. Wells, Winthrop, Schools.
Lizzie A. Thomas. Franklin School.
Emma A. Waterhouse. Dillaway School.
Mrs. M. A. Willis. Dorchester-Everett, Harris, Mather, Minot, Schools.
Maria L. Young. Sherwin School.

FIRST DIVISION.

COMMITTEE.

George H. Plummer, <i>Chairman</i> ,	James A. Fleming, <i>Secretary</i> ,
Nahum Chapin,	E. F. Spaulding.
Abram E. Cutter,	

GRAMMAR SCHOOLS.

ADAMS SCHOOL.

Belmont square, East Boston.

Frank F. Preble, <i>Master</i> ,	Mary M. Morse, <i>1st Asst.</i> ,
Lewis H. Dutton, <i>Sub-Master</i> ,	Joel C. Bolan, <i>2d Asst.</i>

THIRD ASSISTANTS.

Clara Robbins,	Almira E. Reid,
Ellenette Pillsbury,	Harriet Sturtevant,
Lina H. Cook,	Mattie K. Borden,
Sarah E. McPhaill,	— — —

Frederick Tilden, *Janitor*.

CHAPMAN SCHOOL.

Eutaw street, East Boston.

George R. Marble, <i>Master</i> ,	Orlando W. Dimick, <i>Sub-Master</i> .
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FIRST ASSISTANTS.

Annie M. Crozier,	Jane F. Reid.
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SECOND ASSISTANTS.

Maria D. Kimball,	Sarah F. Tenney.
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THIRD ASSISTANTS.

Sarah T. Synett,	Mary A. Shaw,
Harriet E. Morrill,	Lucy E. Woodwell.
Margaret B. Erskine,	

James E. Burdakin, *Janitor*.

TAPPAN SCHOOL, LEXINGTON STREET.

Mary E. Buffum,

Grace E. Shaw.

EMERSON SCHOOL.

*Prescott street, East Boston.*James F. Blackinton, *Master*,J. Willard Brown, *Sub-Master*.

FIRST ASSISTANTS.

Elizabeth R. Drowne,

Mary A. Ford.

SECOND ASSISTANTS.

Bernice A. DeMeritt,

Frances H. Turner.

THIRD ASSISTANTS.

Carrie Ford,

Elizabeth A. Turner,

Mary D. Day.

Laura S. Plummer,

Juliette J. Pierce,

Georgia H. Tilden,

Sarah A. Bond,

H. Elizabeth Cutter.

Edward C. Chessman, *Janitor*.

LYMAN SCHOOL.

*Corner of Paris and Decatur streets.*Hosea H. Lincoln, *Master*,George K. Daniel, Jr., *Sub-Master*.

FIRST ASSISTANTS.

Cordelia Lothrop,

Eliza F. Russell.

SECOND ASSISTANTS.

Mary A. Turner,

Amelia H. Pitman.

THIRD ASSISTANTS.

Mary P. E. Tewksbury,

Clara E. Robinson,

John O. Godfrey,

Clara B. George,

Ida E. Halliday,

Mary E. Morse.

Sibylla A. Bailey,

William Gradon, *Janitor*.

PRIMARY SCHOOLS.

ADAMS SCHOOL, SUMNER STREET.

Ellen James,

Ellen M. Robbins.

WEBSTER-STREET SCHOOL.

Anna E. Reed,

Alice M. Porter,

Emma M. Weston,

Mary A. Palmer.

George J. Merritt, *Janitor*.

WEBB SCHOOL, PORTER STREET.

Nellie L. Poole,

Abby D. Beal,

Adelaide D. Chandler,

Charlotte A. Pike.

Mrs. Matilda Davis, *Janitor*.

TAPPAN SCHOOL, LEXINGTON STREET.

Maria A. Arnold,

Mary C. Hall,

Marietta Duncan,

Clara A. Otis,

Calista W. MacLeod,

Hannah F. Crafts.

Phineas Hull, *Janitor*.

EMERSON SCHOOL, PRESCOTT STREET.

Hannah L. Manson,

Almaretta J. Crichtett.

PRINCETON-STREET SCHOOL.

Mary E. Plummer,

Ida J. Breckenridge,

Margaret A. Bartlett,

Susan A. Slavin,

Mary A. Oburg,

Lizzie M. Morrissey.

Harriette E. Litchfield,

———, *Janitor*.

LYMAN SCHOOL, PARIS STREET.

Josephine A. Ayers.

AUSTIN SCHOOL, PARIS STREET.

Angelina M. Cudworth,

Anna I. Duncan,

Emma P. Morey,

Florence Carver.

Sarah F. Lothrop,

Mrs. Higginson, *Janitor*.

SECOND DIVISION.

COMMITTEE.

Abram E. Cutter, *Chairman*,
 Nahum Chapin,
 Charles C. Perkins,

William H. Finney, *Secretary*.
 E. F. Spaulding.

GRAMMAR SCHOOLS.

BUNKER HILL SCHOOL.

Baldwin street, Charlestown.

Samuel J. Bullock, *Master*,

Henry F. Sears, *Sub-Master*.

FIRST ASSISTANTS.

Mary A. Eaton,

Abby P. Josselyn.

SECOND ASSISTANTS.

Amy C. Hudson,

Angelia M. Knowles.

THIRD ASSISTANTS.

Ida O. Hurd,
 Lydia A. Simpson,
 Mary E. Hunter,
 Georgianna A. Smith,

Emma F. Porter,
 Anna M. Prescott,
 Julia L. Adams,
 Ellen F. Sanders.

Josiah C. Burbank, *Janitor*.

FROTHINGHAM SCHOOL.

Corner of Prospect and Edgeworth streets, Charlestown.

Caleb Murdock, *Master*,

Charlotte E. Camp, *1st Asst.*,

William B. Atwood, *Sub-Master*,

Harriet E. Frye, *2d Asst.*

THIRD ASSISTANTS.

Bial W. Willard,
 Ellen R. Stone,
 Arabella P. Moulton,
 Abby M. Clark,
 Sarah H. Nowell,

Jennie E. Tobey,
 Lucy A. Seaver,
 Ellen A. Chapin,
 Julia M. Burbank.

Warren J. Small, *Janitor*.

HARVARD SCHOOL.

Bow street, Charlestown.

W. E. Eaton, <i>Master</i> ,	——— ———, <i>2d Asst.</i> ,
Darius Hadley, <i>Sub-Master</i> ,	Annie E. Weston, <i>2d Asst.</i>
Abby B. Tufts, <i>1st Asst.</i> ,	

THIRD ASSISTANTS.

Sarah E. Leonard,	Sarah J. Perkins,
Mary A. Lovering,	——— ———,
Jennie E. Howard,	Callie E. Garey,
Edith W. Howe,	——— ———.
——— ———,	

Alonzo C. Tyler, *Janitor*.

PRESCOTT SCHOOL.

Elm street, Charlestown.

Edwin T. Horne, <i>Master</i> ,	Delia A. Varney, <i>1st Asst.</i> ,
Alonzo Meserve, <i>2d Sub-Master</i> ,	Mary C. Sawyer, <i>2d Asst.</i>

THIRD ASSISTANTS.

Julia C. Powers,	Frances A. Craigen,
Lydia A. Sears,	Julia F. Sawyer,
Elizabeth J. Farnsworth,	Annie M. Stone.

Thomas Merritt, *Janitor*.

WARREN SCHOOL.

Corner of Pearl and Summer streets, Charlestown.

George Swan, <i>Master</i> ,	E. B. Gay, <i>Sub-Master</i> .
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FIRST ASSISTANTS.

Sarah M. Chandler,	Elizabeth Swords.
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SECOND ASSISTANTS.

Abby C. Lewis,	Anna D. Dalton.
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THIRD ASSISTANTS.

Alice Hall,	Julia E. Harrington,
Abby E. Holt,	Mary E. Pierce,
Ellen A. Pratt,	Caroline W. Graves,
Marietta F. Allen,	Mary B. Lynde.

John P. Swift, *Janitor*.

PRIMARY SCHOOLS.

HAVERHILL-STREET SCHOOL.

Mary S. Thomas,

Annie B. Hunter.

Margaret O'Brien, *Janitor*.

BUNKER-HILL STREET SCHOOL, COR. CHARLES STREET.

Mary E. Flanders,
 Elizabeth B. Norton,
 Sarah A. Smith,
 Kate C. Thompson,
 Carrie M. Arnold,

Effie G. Hazen,
 Sarah J. Worcester,
 Ada E. Bowler,
 Mary D. Richardson.

G. H. Gibbs, *Janitor*.

FROTHINGHAM SCHOOL, PROSPECT STREET.

Persis M. Whittemore,
 Martha Yeaton,

Helen E. Ramsey.

MOULTON-STREET SCHOOL.

Oriana H. Morgan,
 Louisa W. Huntress,

Mary E. Delaney,
 Fannie M. Lamson.

George L. Mayo, *Janitor*.

FREMONT-PLACE SCHOOL.

Abbie C. McAuliffe.

HARVARD-HILL SCHOOL.

Fannie B. Hall,
 Catharine C. Brower,
 Fannie A. Foster,
 Elizabeth B. Wetherbee,
 Effie A. Kettell,

Elizabeth F. Doane,
 Louisa A. Whitman,
 Lucy M. Small,
 Lana J. Wood.

William Holbrook, *Janitor*.

COMMON-STREET SCHOOL.

Elizabeth A. Pritchard,
 Agnes McGowan,

Elizabeth R. Brower,
 Alice T. Smith.

William Holbrook, *Janitor*.

POLK-STREET SCHOOL.

Mary E. Franklin,
 Mary E. Smith,
 Lydia E. Hapenny,

Elizabeth C. Bredeen,
 Hattie L. Todd,
 Zetta M. Mallard.

George L. Mayo, *Janitor*.

BUNKER-HILL STREET SCHOOL, COR. TUFTS STREET.

Carrie M. Small,

Kate M. Porter.

Mrs. Mary Watson, *Janitor*.

WARREN SCHOOL, PEARL STREET.

Caroline E. Osgood.

CROSS-STREET SCHOOL.

Abby O. Varney,

Josephine E. Copeland.

Alice M. Lyons, *Janitor*.

MEAD-STREET SCHOOL.

M. Josephine Smith,

Effie C. Melvin,

Cora A. Wiley,

Abby P. Richardson.

James Shute, *Janitor*.

 THIRD DIVISION.

COMMITTEE.

Charles C. Perkins, *Chairman*,James A. Fleming, *Secretary*,

George H. Plummer,

William A. Rust.

Brooks Adams,

 GRAMMAR SCHOOLS.

BOWDOIN SCHOOL.

*Myrtle street.*Daniel C. Brown, *Master*.

FIRST ASSISTANTS.

Sarah R. Smith,

Sarah O. Brickett, *2d Asst.*

Mary Young,

THIRD ASSISTANTS.

Eliza A. Fay,

Mary E. Pitcher,

Irene W. Wentworth,

Ella L. Macomber,

Dora E. Pitcher,

S. Frances Perry.

Joseph S. Shannon, *Janitor*.

ELIOT SCHOOL.

North Bennet street.

Samuel Harrington, <i>Master</i> ,	Channing Folsom, <i>2d Sub-Master</i> ,
Granville S. Webster, <i>Sub-Master</i> ,	Frances M. Bodge, <i>1st Asst.</i> ,
Frederic H. Ripley, <i>2d Sub-Master</i> ,	Adolin M. Steele, <i>2d Asst.</i>

THIRD ASSISTANTS.

Elizabeth M. Turner,	M. Ella Wilkins,
Kate L. Dodge,	Clara A. Newell,
Lucette A. Wentworth,	Mary E. Hanney,
Mary Heaton,	Isabel R. Haskins.
Minnie I. Folger,	

P. J. Riordan, *Janitor*.

WARE SCHOOL, NORTH BENNET STREET.

Mary E. F. McNeil,	Mary E. Barrett,
Annie M. H. Gillespie,	Kate S. Sawyer.

W. S. Riordan, *Janitor*.

HANCOCK SCHOOL.

*Parmenter street.*James W. Webster, *Master*.

FIRST ASSISTANTS.

Ellen C. Sawtelle,	Amy E. Bradford.
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SECOND ASSISTANTS.

Josephine M. Robertson,	Marie L. Macomber.
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THIRD ASSISTANTS.

Helen M. Hitchings,	Sophia L. Sherman,
Mary E. Skinner,	Florence E. Dexter,
Susan E. Allen,	Olive M. E. Rowe.
Honora T. O'Dowd,	

Joseph P. Fleming, *Janitor*.

CUSHMAN SCHOOL, PARMENTER STREET.

Sarah F. Ellis,	Elizabeth A. Fiske.
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PHILLIPS SCHOOL.

Phillips street.

Sammel Swan, <i>Master</i> ,	Emily A. Moulton, <i>1st Asst.</i> ,
Elias H. Marston, <i>Sub-Master</i> ,	Adeline F. Cutter, <i>2d Asst.</i>
George Perkins, <i>2d Sub-Master</i> ,	

THIRD ASSISTANTS.

Ruth E. Rowe,	Martha A. Knowles,
Alice M. Cushing,	Louie H. Hinckley,
Maria L. Barney,	Elizabeth L. West,
Sarah W. I. Copeland,	Helen M. Coolidge,
Martha F. Whitman,	Eliza A. Corthell.

John A. Shannon, *Janitor*.

GRANT SCHOOL, PHILLIPS STREET.

Mary E. Towle.

WELLS SCHOOL.

Corner Blossom and McLean streets.

Robert C. Metcalf, *Master*.

FIRST ASSISTANTS.

Ella F. Inman,	Hattie A. Watson, <i>2d Asst.</i>
Emeline E. Durgin,	

THIRD ASSISTANTS.

Ellen F. Jones,	Mary M. Perry,
Alice M. Brown,	Lizzie F. Stevens,
Susan R. Gifford,	Lavinia M. Allen.
Mary S. Carter,	

James Martin, *Janitor*.

BALDWIN SCHOOL, CHARDON COURT.

Adelaide E. Badger.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

C. Eliza Wason, <i>2d Asst.</i> ,	Mabel West,
Mary Wilson,	Clara J. Reynolds.
John McGrath, <i>Janitor</i> .	

SHARP SCHOOL, ANDERSON STREET.

Barbara C. Farrington,	Josephine O. Hedrick,
Elizabeth R. Preston,	Sarah A. Winsor.
Ambrose H. Shannon, <i>Janitor</i> .	

WINCHELL SCHOOL, BLOSSOM STREET.

Olive Ruggles,	Lydia A. Isbell,
Kate Wilson,	Mary E. Ames.
Charles C. Newell, <i>Janitor</i> .	

FORMORT SCHOOL, SNELLING PLACE.

Emma C. Glawson,	Harriet E. Lampee,
Cleone G. Tewksbury,	Rosa M. E. Reggio.
Wm. Swanzey, <i>Janitor</i> .	

FREEMAN SCHOOL, CHARTER STREET.

Juliaette Davis, <i>2d Asst.</i> ,	Sarah Ripley,
J. Ida Munroe,	Marcella E. Donegan,
A. Augusta Coleman,	Eliza Brintnall.
Rebecca Marshall, <i>Janitor</i> .	

CUSHMAN SCHOOL, FARMENTER STREET.

Teresa M. Gargan, <i>2d Asst.</i> ,	Mary L. Desmond,
Sarah E. Ward,	Mary J. Clark,
Adeline S. Bodge,	Marcella C. Halliday,
Kate T. Sinnott,	Mary G. Ruxton,
Harriet M. Frazer,	Sarah J. Copp.
Charles E. Miley, <i>Janitor</i> .	

INGRAHAM SCHOOL, SHEAFE STREET.

Josephine B. Silver,	Esther W. Mansfield.
Cieely M. Kennemon,	
Francis Silver, <i>Janitor</i> .	

GRANT SCHOOL, PHILLIPS STREET.

Elizabeth S. Parker,	Sarah A. M. Turner.
John W. O'Sullivan, <i>Janitor</i> .	

BALDWIN SCHOOL, CHARDON COURT.

Emeline C. Farley,	Fanny B. Bowers.
William H. Palmer, <i>Janitor</i> .	

EMERSON SCHOOL, POPLAR STREET.

Maria W. Turner, <i>2d Asst.</i> ,	E. Augusta Brown,
Eliza A. Freeman,	Sarah C. Chevaillier,
Annie B. Gould,	Sarah G. Fogarty.

Mrs. McGrath, *Janitor*.

DEAN SCHOOL, WALL STREET.

Georgie D. Barstow,	Mary F. Gargan,
Annie D. Clough,	Alicia I. Collison.
Adelaide A. Rea,	

P. O. Dorrity, *Janitor*.

FOURTH DIVISION.

COMMITTEE.

John C. Crowley, <i>Chairman</i> ,	Henry W. Swift, <i>Secretary</i> ,
John G. Blake,	James W. Fox.
Charles H. Reed,	

GRAMMAR SCHOOLS.

BOWDITCH SCHOOL.

Corner of East and Cove streets.

George W. Neal, <i>Master</i> ,	Mary M. T. Foley, <i>2d Asst.</i>
Susan H. Thaxter, <i>1st Asst.</i> ,	

THIRD ASSISTANTS.

Eliza M. Evert,	Hannah E. G. Gleason,
Emma M. Savil,	Emma A. Gordon,
Ruth H. Clapp,	Ellen L. Collins.

Nancy Ryan, *Janitor*.

BRIMMER SCHOOL.

Common street.

Quincy E. Dickerman, <i>Master</i> ,	Rebecca L. Duncan, <i>1st Asst.</i> ,
T. Henry Wason, <i>Sub-Master</i> ,	Ella L. Burbank, <i>2d Asst.</i>
William H. Martin, <i>2d Sub-Master</i> ,	

THIRD ASSISTANTS.

L. Maria Stetson,	Sarah J. March,
Mary A. Carney,	Helen L. Bodge,
Annie P. James,	Annie M. Mitchell,
Lilla H. Shaw,	Sarah E. Adams,
Maud McWilliams,	Eliza E. Foster.
George W. Fogg, <i>Janitor</i> .	

PRINCE SCHOOL.

Newbury street, corner Exeter street.

E. Bentley Young, <i>Sub-Master</i> ,	Luthera W. Bird, <i>2d Asst.</i>
Harriet D. Hinckley, <i>1st Asst.</i> ,	

THIRD ASSISTANTS.

Kate C. Martin,	Ella F. White,
Alice M. Dickey,	Eva D. Kellogg.
Joseph H. Elliot, <i>Janitor</i> .	

QUINCY SCHOOL.

Tyler street.

E. Frank. Wood, <i>Master</i> ,	Annie M. Lund, <i>1st Asst.</i> ,
Alfred Bunker, <i>Sub-Master</i> ,	Mary L. Holland, <i>2d Asst.</i>
Wm. R. Morse, <i>2d Sub-Master</i> .	

THIRD ASSISTANTS.

Bridget A. Foley,	Emily B. Peck,
Mary Murphy,	Emma F. Colomy,
Katherine T. Murtagh,	Harriette A. Bettis,
Charlotte L. Wheelwright,	Emma K. Youngman.
James Daly, <i>Janitor</i> .	

WINTHIROP SCHOOL.

*Tremont, near Eliot street.*Robert Swan, *Master*.

FIRST ASSISTANTS.

Susan A. W. Loring,	May Gertrude Ladd.
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SECOND ASSISTANTS.

Emma K. Valentine,
Katherine K. Marlow,

Carrie F. Welch,
Annie J. Stoddard.

THIRD ASSISTANTS.

Ellen M. Underwood,
Margaret T. Wise,
Lucy Merrill,
Minnie L. Hobart,
Mary J. Danforth,

Mary E. Davis,
Mary L. H. Gerry,
Mary E. Barstow,
Cornelia M. Sullivan.

A. H. B. Little, *Janitor*.

STARR KING SCHOOL, TENNYSON STREET.

Elizabeth S. Emmons,

Caroline S. Crozier.

E. L. Weston, *Janitor*.

PRIMARY SCHOOLS.

GUILD SCHOOL, EAST STREET.

Amelia E. N. Treadwell,
Octavia C. Heard,
Sarah E. Lewis,
Priscilla Johnson,
Ellen E. Leach,

Susan Frizzell,
Maria J. Coburn,
Rebecca A. Buckley,
Julia M. Driscoll,
Marian A. Flynn.

Jeremiah W. Murphy, *Janitor*.

STARR KING SCHOOL, TENNYSON STREET.

Mary E. Tiernay,

Jennie M. Carney.

E. L. Weston, *Janitor*.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

Emma F. Burrill,
Betsey P. Burgess,
Fanny B. Dewey,

Nellie T. Higgins,
H. Ellen Boothby,
Emily B. Burrill.

Ellen Lind, *Janitor*.

PRINCE SCHOOL, EXETER STREET.

Laura M. Kendrick,
Laura M. Stevens,

Adeline S. Tufts.

Joseph H. Elliott, *Janitor*.

QUINCY SCHOOL, TYLER STREET.

Mary E. Sawyer.

WAY-STREET SCHOOL.

Maria A. Callanan,

Annie M. Reilly.

Mary E. Conley,

D. D. Towns, *Janitor*.

ANDREWS SCHOOL, GENESEE STREET.

Emily E. Maynard,

Ann T. Corliss.

Harriett M. Bolman,

Mrs. Toole, *Janitor*.

TYLER-STREET SCHOOL.

Mary B. Browne,

Mary A. B. Gore,

Julia A. McIntyre,

Mary W. Woods,

Henrietta Madigan,

Emma I. Baker.

Ellen McCarthy, *Janitor*.

FIFTH DIVISION.

COMMITTEE.

Charles H. Reed, *Chairman*,John B. Moran, *Secretary*,

John C. Crowley,

Charles L. Flint.

George B. Hyde,

GRAMMAR SCHOOLS.

DWIGHT SCHOOL.

*West Springfield street.*James A. Page, *Master*,Ruth G. Rich, *1st Asst.*,Walter S. Parker, *Sub-Master*,Mary C. R. Towle, *2d Asst.*Henry L. Sawyer, *2d Sub-Master*,

THIRD ASSISTANTS.

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Mary L. Farrington,

Elizabeth G. Melcher,

Laura Frost,

Nellie L. Shaw,

Clara C. Dunn,

Mary E. Trow,

Isabella G. Bonnar.

Lizzie G. Howes,

James Craig, *Janitor*.

EVERETT SCHOOL.

*West Northampton street.*Alfred Hewins, *Master.*

FIRST ASSISTANTS.

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Janet M. Bullard.

SECOND ASSISTANTS.

Anna C. Ellis,

Maria S. Whitney.

Emily F. Marshall,

THIRD ASSISTANTS.

Susan S. Foster,

Sarah L. Adams,

Persis E. King,

Mary E. Badlam,

Abby C. Haslet,

Flora I. Crooke,

Ann R. Gavett,

Anna Grover.

Evelyn E. Morse,

Edward Bannon, *Janitor.*

FRANKLIN SCHOOL.

*Ringgold street.*Granville B. Putnam, *Master.*

FIRST ASSISTANTS.

Jennie S. Tower,

Isabella M. Harmon.

SECOND ASSISTANTS.

Caroline A. Mason,

P. Catherine Bradford.

Catharine T. Simonds,

THIRD ASSISTANTS.

Florence Dix,

Roxanna W. Longley,

Abbie M. Holder,

Kate E. Blanchard,

Margaret J. Crosby,

Mary E. Mitchell,

Margaret C. Schouler,

Annie E. L. Parker.

Elizabeth J. Brown,

Louis T. Lincoln, *Janitor.*

WAIT SCHOOL, SHAWMUT AVENUE.

Martha L. Beckler.

SHERWIN SCHOOL.

*Madison square.*Silas C. Stone, *Master*,Frank A. Morse, *Sub-Master*.

FIRST ASSISTANTS.

Julia F. Long,

Lucy L. Burgess.

SECOND ASSISTANTS.

Elizabeth B. Walton,
Martha A. Smith,

Sarah R. Bonney.

THIRD ASSISTANTS.

Alice G. Maguire,
E. Elizabeth Boies,
Caroline K. Nickerson,
Alice T. Kelley,
Harriet A. Lewis,Isadora Bonney,
Fannie L. Stockman,
Marion Henshaw,
Frances McDonald,
Louisa Ayer.Joseph G. Scott, *Janitor*.

WESTON-STREET SCHOOL.

Emma T. Smith.

Patrick F. Higgins, *Janitor*.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

Martha B. Lucas,
Emma F. Gallagher,
Sarah E. Crocker,Henrietta Draper,
Fannie L. Willard,
Ella Bradley.George W. Marsh, *Janitor*.

GIRLS' HIGH SCHOOL BUILDING, WEST NEWTON STREET.

Caroline A. Farrell.

WEST CONCORD-STREET SCHOOL.

Eliza C. Gould, *2d Asst.*,
Frances W. Sawyer,
Mary H. Downe,
Adelaide B. Smith,
Kate M. Hanson,
Fannie M. Nason,Mannah M. Coolidge,
Sara W. Wilson,
Emma Halstrick,
Florence A. Perry,
Lydia A. Sawyer,
Lydia F. Blanchard.Matthew Kennedy, *Janitor*.

COOK SCHOOL, GROTON STREET.

Harriet M. Faxon, <i>2d Asst.</i> ,	Hattie Mann,
Georgianna E. Abbot,	Carrie G. White,
Affie T. Wier,	Kate R. Hale.

Martha Castell, *Janitor*.

WAIT SCHOOL, SHAWMUT AVENUE.

Josephine G. Whipple, <i>2d Asst.</i> ,	Kate R. Gookin,
Georgiana A. Ballard,	Jennie E. Haskell,
Emma E. Allin,	Maud G. Hopkins.

C. Josephine Bates,

Mansfield Harvell, *Janitor*.

WESTON-STREET SCHOOL.

Anna G. Fillebrown, <i>2d Asst.</i> ,	Elizabeth A. Sanborn,
Mary E. Gardner,	Maria D. Faxon,
Mary F. Coggsell,	Louise A. Kelley.

Harriet M. Burroughs,

Patrick F. Higgins, *Janitor*.

FRANKLIN-PLACE SCHOOL.

Annie E. Walcutt,	Sarah E. Gould,
Sarah J. Davis,	Emma L. Peterson.

Kate C. Harper, *Janitor*.

AVON-PLACE SCHOOL.

Abby E. Ford,	Elizabeth F. Todd.
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Charles H. Stephens, *Janitor*.

DAY'S CHAPEL SCHOOL, PARKER STREET.

Annie H. Berry,	Minnie A. Perry.
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John Cole, *Janitor*.

SIXTH DIVISION.

COMMITTEE.

George A. Thayer, <i>Chairman</i> ,	Charles T. Gallagher, <i>Secretary</i> ,
James W. Fox,	Charles L. Flint.
John G. Blake,	

GRAMMAR SCHOOLS.

ANDREW SCHOOL.

Dorchester street, South Boston.

Leander Waterman, *Master*, Joshua M. Dill, *Sub-Master*.

FIRST ASSISTANTS.

Frank M. Weis, Mary S. Beebe.

SECOND ASSISTANTS.

Henrietta L. Dwyer, Esther F. Nichols.

THIRD ASSISTANTS.

Sarah W. Barrows, Mary L. Fitzgerald,
 Mattie J. Bryant, Mary E. Perkins,
 Frances M. Bell, Lucy M. Marsh.
 Lizzie A. Chandler,

Thomas Buckner, *Janitor*.

BIGELOW SCHOOL.

Fourth street, corner of E street, South Boston.

Thomas H. Barnes, *Master*, Amelia B. Coc, *1st Asst.*,
 Fred O. Ellis, *Sub-Master*, Ellen Coc, *2d Asst.*
 J. Gardner Bassett, *2d Sub-Master*,

THIRD ASSISTANTS.

Eliza B. Haskell, Fannie L. Toppan,
 Ellen L. Wallace, Lucy C. Bartlett,
 Mary Nichols, Mary F. Savage,
 Malvena Tenney, Kittie A. Learned.
 Catherine H. Cook,

Samuel P. Howard, *Janitor*.

HAWES HALL, BROADWAY.

Harriet A. Clapp. Joanna Brennan, *Janitor*.

BANK BUILDING, E STREET.

Stella A. Hale. Julia Sheehan, *Janitor*.

GASTON SCHOOL.

*L, corner of E. Fifth street, South Boston.*C. Goodwin Clark, *Master.*

FIRST ASSISTANTS.

Juliette R. Hayward,
Sarah C. Winn,Anna Leach, *2d Asst.*

THIRD ASSISTANTS.

Myra S. Butterfield,
Emogene F. Willet,
Helen A. Shaw,Clara A. Sharp,
Ellen R. Wyman,
Electa M. Porter.S. W. Pollard, *Janitor.*

LAWRENCE SCHOOL.

*Corner of B and Third streets, South Boston.*Amos M. Leonard, *Master,*Emma P. Hall, *1st Asst.,*Delwin A. Hamlin, *Sub-Master,*———, *2d Asst.*Grenville C. Emery, *2d Sub-Master,*

THIRD ASSISTANTS.

Margaret Macgregor,
Isabelle F. Crapo,
Margaret Holmes,
Hannah E. Burke,
Margaret A. Gleason,Catherine M. Lynch,
Mary A. Conroy,
Mary A. Montague,
Abbie C. Burge,
Mary A. A. Dolan.Wm. F. Griffin, *Janitor.*

MATHER SCHOOL, BROADWAY.

W. E. C. Rich, *2d Sub-Master.*

THIRD ASSISTANTS.

M. Louise Gillett,

Margaret A. Moody.

George D. Rull, *Janitor.*

LINCOLN SCHOOL.

*Broadway, near K street, South Boston.*Alonzo G. Ham, *Master,*Margaret J. Stewart, *1st Asst.,*Henry H. Kimball, *Sub-Master,*Mary E. Balch, *2d Asst.*John F. Dwight, *2d Sub-Master,*

THIRD ASSISTANTS.

Sarah M. Tripp,	Mary A. H. Fuller,
Lavinia B. Pendleton,	Silence A. Hill,
Vodisa J. Comey,	Jennie F. McKissick,
Sarah A. Curran,	Mary B. Powers,
Carrie L. Vose,	Mary H. Faxon.

Joshua B. Emerson, *Janitor*.

NORCROSS SCHOOL.

Corner of D and Fifth streets, South Boston.

Josiah A. Stearns, *Master*.

FIRST ASSISTANTS.

Mary J. Fennelly,	Fiducia S. Wells.
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SECOND ASSISTANTS.

Sarah A. Gallagher,	Juliette Smith.
Juliette Wyman,	

THIRD ASSISTANTS.

Mary E. Downing,	Emma L. Eaton,
Maria L. Nelson,	Emma F. Crane,
Mary R. Roberts,	Jennie A. Mullaly,
Miranda A. Bolkeom,	Martha G. Buckley.
Harriet E. Johnston,	

Samuel T. Jeffers, *Janitor*.

SHURTLEFF SCHOOL.

Dorchester street, South Boston.

Henry C. Hardon, *Master*.

FIRST ASSISTANTS.

Anna M. Penniman,	Ellen E. Morse.
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SECOND ASSISTANTS.

Abby S. Hammond,	Martha E. Morse.
Emeline L. Tolman,	

THIRD ASSISTANTS.

Margaret T. Pease,	Harriet S. Howes,
Catherine A. Dwyer,	Jane M. Bullard,
Eliza F. Blacker,	Edith A. Pope,
Roxanna N. Blanchard,	Marion W. Rundlett.

William Dillaway, *Janitor*.

PRIMARY SCHOOLS.

ANDREW SCHOOL, DORCHESTER STREET.

Mary A. Jenkins,	Ella A. Orr.
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TICKNOR SCHOOL, DORCHESTER STREET.

Martha L. Moody,	Lizzie C. Ordway,
Jessie C. Tileston,	Alice P. Howard,
Estelle B. Jenkins,	Jennie L. Story.
Alice L. Littlefield,	

Christopher Jones, *Janitor*.

HAWES-HALL SCHOOL, BROADWAY.

Florence N. Sloan,	Ella F. Fitzgerald,
Lucy E. T. Tinkham,	Josephine B. Cherrington,
Mary L. Bright,	Lucy E. Johnson.
Ann J. Lyon,	

Joanna Brennan, *Janitor*.

SIMONDS SCHOOL, BROADWAY.

Tiley A. Bolkham,	Mary L. Howard.
Emily T. Smith,	

Joanna Brennan, *Janitor*.

FOURTH-STREET SCHOOL.

Abraham A. Graham.	Matthew G. Worth, <i>Janitor</i> .
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BANK BUILDING SCHOOL, E STREET.

Elizabeth G. Bailey.	Mrs. Julia Sheehan, <i>Janitor</i> .
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GASTON SCHOOL, L STREET.

Carrie A. Harlow,	Julia A. Evans,
S. Lila Huckins,	Florence Cahill.

TUCKERMAN SCHOOL, FOURTH STREET.

Elizabeth M. Easton,	Frances A. Cornish,
Josephine A. Powers,	Carrie W. Haydn,
Mary A. Crosby,	Lelia R. Haydn.

A. D. Bickford, *Janitor*.

MATHER SCHOOL, BROADWAY.

Lucy M. Cole,	Maud F. Crosby,
Sarah E. Lakeman,	Mary E. T. Shine,
Ada A. Bradeen,	Annie M. Connor.
Lizzie McGrath,	

George D. Rull, *Janitor*.

PARKMAN SCHOOL, SILVER STREET.

Martha S. Damon,	Emma F. Gallagher,
Mary G. A. Toland,	Maggie J. Leary,
Hattie L. Rayne,	Amelia McKenzie.

Margaret Johnson, *Janitor*.

HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

Ann E. Newell,	Alice W. Baker,
Ophelia S. Newell,	Lizzie Crawford,
Sarah M. Brown,	Minnie F. Keenan.
Mary W. Bragdon,	

P. F. Turish, *Janitor*.

SPELMAN-HALL SCHOOL, 134 BROADWAY.

Mary E. Flynn.	George D. Rull, <i>Janitor</i> .
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CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

Mary E. Powell,	Ella M. Warner,
Laura J. Gerry,	Clara H. Booth,
Mary E. Perkins,	Fannie G. Patten.

A. D. Bickford, *Janitor*.

DRAKE SCHOOL, THIRD STREET.

Mary K. Davis,	Nellie J. Cashman,
Sarah V. Cunningham,	Fannie W. Hussey,
Abbie C. Nickerson,	Alice J. Meins.

W. B. Newhall, *Janitor*.

VESTRY SCHOOL, D STREET.

Ellen T. Noonan.	James M. Demeritt, <i>Janitor</i> .
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SHURTLEFF SCHOOL, DORCHESTER STREET.

Alice C. Ryan.

CLINCH SCHOOL, F STREET.

Ella R. Johnson,
 Lucy A. Dunham,
 Mary E. Morse,

Julia F. Baker,
 Alice G. Dolbeare,
 Mary E. O'Connor.

M. E. Brady, *Janitor*.

SEVENTH DIVISION.

COMMITTEE.

John B. Moran, *Chairman*,
 George M. Hobbs,
 William H. Finney,

Lucia M. Peabody, *Secretary*,
 John C. Crowley.

GRAMMAR SCHOOLS.

COMINS SCHOOL.

*Tremont street, corner of Terrace street.*Charles W. Hill, *Master*,Myron T. Pritchard, *Sub-Master*.

FIRST ASSISTANTS.

Emily F. Carpenter,

Martha A. Cummings.

SECOND ASSISTANTS.

Sarah E. Lovell,

Almira W. Chamberline.

THIRD ASSISTANTS.

Annetta F. Armes,
 Kate M. Murphy,
 Charlotte P. Williams,
 Adelina May,
 Julia A. C. Gray,

Emily Swain,
 Penelope G. Hayes,
 Delia M. Upham,
 Nellie I. Lapham.

George S. Hutchinson, *Janitor*.

FRANCIS-STREET SCHOOL.

Lillie E. Davis, *1st Asst.*,
 Caroline A. Gragg, *3d Asst.*,

Lucy E. Shove.

Ann McGowan, *Janitor*.

DEARBORN SCHOOL.

*Dearborn place.*William H. Long, *Master*,Harlon P. Gage, *Sub-Master*.

FIRST ASSISTANTS.

L. Anna Dudley,

Philena W. Rounseville.

SECOND ASSISTANTS.

Martha D. Chapman,

Francis I. Bredeen.

Helen F. Brigham,

THIRD ASSISTANTS.

Sarah W. Loker,

Maria L. Mace,

Sarah H. Hosmer,

Lizzie M. Wood,

Bell J. Dunham,

———, ———,

Anne M. Backup,

Abbie L. Baker.

Michael J. Lally, *Janitor*.

YEOMAN-STREET SCHOOL.

Louise M. Epmeyer,

Mary F. Walsh,

Josephine A. Keniston,

Ida M. Presby.

John Murphy, Jr., *Janitor*.

DILLAWAY SCHOOL.

*Bartlett street.*Sarah J. Baker, *Principal*.

FIRST ASSISTANTS.

Eudora A. Pickering,

Mary C. Whippey, *2d Asst*.

Jane S. Leavitt,

THIRD ASSISTANTS.

Lydia G. Wentworth,

Mary S. Sprague.

Eliza Brown,

Thomas Colligan, *Janitor*.

ROXBURY-STREET SCHOOL.

Mary L. Gore,

Catherine J. Finneran.

S. B. Pierce, *Janitor*.

DUDLEY SCHOOL.

Corner of Dudley and Putnam streets.

Leverett M. Chase, <i>Master</i> ,	Susie C. Lougee, <i>1st Asst.</i> ,
Henry L. Clapp, <i>Sub-Master</i> ,	Harriett E. Davenport, <i>2d Asst.</i>

THIRD ASSISTANTS.

Mary H. Cashman,	Alice E. Farrington,
Ruth H. Brady,	Lurette B. James,
Mabel F. Wheaton,	Helen C. Mills.
Emeline E. Torrey,	

Jonas Pierce, *Janitor*.

LEWIS SCHOOL.

Corner of Dale and Sherman streets.

William L. P. Boardman, <i>Master</i> ,	Charles F. King, <i>Sub-Master</i> .
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FIRST ASSISTANTS.

Sarah E. Fisher,	Eunice C. Atwood.
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SECOND ASSISTANTS.

Amanda Pickering,	Emily B. Eliot.
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THIRD ASSISTANTS.

Mary D. Chamberlain,	Sarah H. Robbins,
H. Amelia Smith,	Ellen M. Murphy,
Susan A. Dutton,	Althea W. Barry.
Phebe H. Simpson,	

Antipas Newton, *Janitor*.

LOWELL SCHOOL.

310 Centre street.

Daniel W. Jones, <i>Master</i> ,	Eliza C. Fisher, <i>1st Asst.</i> ,
George T. Wiggin, <i>Sub-Master</i> ,	E. Josephine Page, <i>2d Asst.</i>

THIRD ASSISTANTS.

O. Augusta Welch,	Mary F. Cummings,
Anna L. Hudson,	Susan E. Chapman,
Susan G. B. Garland,	Rebecca Coulter.
Mary A. Cloney,	

Frank L. Harris, *Janitor*.

PRIMARY SCHOOLS.

FRANCIS-STREET SCHOOL.

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 Mrs. Ann McGowan, *Janitor*.

PHILLIPS-STREET SCHOOL.

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 Helen P. Hall, Sarah B. Bancroft,
 Anna R. McDonald, Sabina Egan,
 Sarah E. Haskins, Lizzie A. Colligan.
 Thomas F. Whalen, *Janitor*.

SMITH-STREET SCHOOL.

Fannie D. Lane, Alicia F. McDonald.
 Charles Stephens, *Janitor*.

ROXBURY-STREET SCHOOL.

Lizzie F. Johnson, Mary J. Backup,
 Adaline Beal, Delia T. Killian,
 Caroline D. Putnam, Ella M. Seaverns.
 Hattie A. Littlefield,
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 Susan F. Rowe, Annie M. Croft,
 Ellen M. Oliver, Louise D. Gage,
 Mary E. Nason, Kate A. Nason.
 John Murphy, *Janitor*.

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 M. Agnes Murphy, ————
 Sarah Stalder, *Janitor*.

GEORGE-STREET SCHOOL.

Mary M. Sherwin, *2d Asst.*, Flora J. Cutter,
 Abby S. Oliver, Bridget E. Scanlan,
 Emily M. Pevear, Mary T. Cunningham.
 Michael Carty, *Janitor*.

DUDLEY SCHOOL, PUTNAM STREET.

Henrietta M. Wood,
Anna M. Stone,

Annie J. Whelton,
Celia A. Scribner.

VERNON-STREET SCHOOL.

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S. Louise Durant,

Mary I. Chamberlain,
Ella T. Jackson.

Mrs. C. M. White, *Janitor*.

THORNTON-STREET SCHOOL.

Joanna Munroe,

Alice C. Grundel.

Margaret Cleary, *Janitor*.

MUNICIPAL COURT BUILDING SCHOOL, ROXBURY STREET.

Elizabeth Palmer.

W. N. Felton, *Janitor*.

WINTHROP-STREET SCHOOL.

Frances N. Brooks,
Mary E. Deane,

Mary F. Baker,
Annie W. Seaverns.

Catherine Dignon, *Janitor*.

MUNROE-STREET SCHOOL.

Helen Crombie,

Isabel Thacher.

Mrs. Kirby, *Janitor*.

MT. PLEASANT-AVENUE SCHOOL.

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Eloise B. Walcott.

Catherine Dignon, *Janitor*.

QUINCY-STREET SCHOOL.

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Florence L. Shedd.

Frank J. McGrath, *Janitor*.

LOWELL SCHOOL, CENTRE STREET.

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Ellen H. Holt,

Emma M. Walcott,
Helen O. Wyman.

Frank L. Harris, *Janitor*.

CHESTNUT-AVENUE SCHOOL.

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Adelia Ronan, *Janitor*.

EGLESTON-SQUARE SCHOOL.

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Peter Gorman, *Janitor*.

HEATH-STREET SCHOOL.

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BROMLEY-PARK SCHOOL.

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George B. Hyde,

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Cambridge street, Allston.

G. W. M. Hall, *Master*, Laura E. Viles, *2d Asst.*,
Persis B. Swett, *1st Asst.*, Sarah F. Boynton, *2d Asst.*

THIRD ASSISTANTS.

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Marion Keith, Jeanie Hosie.
Alice A. Swett,

Charles McLaughlin, *Janitor*.

BENNETT SCHOOL.

Chestnut-Hill avenue, Brighton.

E. H. Hammond, *Master*, Eliza W. Jones, *2d Asst.*
Melissa Abbott, *1st Asst.*,

THIRD ASSISTANTS.

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Annie M. Hotchkiss, Jeannie Bates.

Charles F. Wheeler, *Janitor*.

CENTRAL SCHOOL.

Burroughs street, Jamaica Plain.

John T. Gibson, *Master*,
 Mary A. Gott, *1st Asst.*,

Clara J. Reynolds, *2d Asst.*

THIRD ASSISTANTS.

Martha H. Ames,
 Mary E. Stuart,

Victoria M. Goss,
 Martha M. Sias.

Adelia Ronan, *Janitor.*

CHARLES SUMNER SCHOOL.

Ashland street, Roslindale.

Artemas Wiswall, *Sub-Master*,

Charlotte B. Hall, *2d Asst.*

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 Elvira L. Austin,

Angie P. Nutter.

John L. Chenery, *Janitor.*

HILLSIDE SCHOOL.

Elm street, Jamaica Plain.

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 Amy Hutchins, *1st Asst.*,

Mary E. Very, *2d Asst.*

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 Emily H. Maxwell,

Nellie F. Pingree,
 Louise P. Arnold.

S. S. Marrison, *Janitor.*

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Mount Vernon street, West Roxbury.

Abner J. Nutter, *2d Sub-Master.*

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 Emma J. Fossett,

Maria H. Lathrop,

James M. Davis, *Janitor.*

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Achsa M. Merrill.

PRIMARY SCHOOLS.

EVERETT SCHOOL, PEARL STREET.

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Patrick McDermott, *Janitor*.

AUBURN SCHOOL, SCHOOL STREET.

Kate McNamara, Adelaide C. Williams.
Patrick McDermott, *Janitor*.

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Otis Wilde, *Janitor*.

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Fannie W. Currier, Emma P. Dana.
J. R. Marston, *Janitor*.

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THOMAS-STREET SCHOOL.

Mary E. Brooks, Emma Smith.
Patrick Curly, *Janitor*.

CHILDS-STREET SCHOOL.

Mary E. Driscoll, William F. Fallon, *Janitor*.

CHARLES SUMNER SCHOOL, ASHLAND STREET.

Sallie B. Tripp, Cora I. Bates.
John L. Chenery, *Janitor*.

CANTERBURY-STREET SCHOOL.

Cora V. George, Ella F. Howland.
Ellen Norton, *Janitor*.

GREEN-STREET SCHOOL.

Margaret E. Winton, Anna M. Call.
Mrs. J. Fallon, *Janitor*.

WASHINGTON-STREET SCHOOL, NEAR GREEN STREET.

E. Augusta Randall,

Ida H. Adams.

Michael Kelly, *Janitor*.

CENTRE-STREET SCHOOL.

Emma L. Pollex.

James M. Davis, *Janitor*.

BAKER-STREET SCHOOL.

Ann M. Harper.

William J. Noon, *Janitor*.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Clara I. Metcalf.

Evelyn Mead, *Janitor*.

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*Sumner street, Dorchester.*Henry B. Miner, *Master*,Mary F. Thompson, *1st Asst.*,George M. Fellows, *2d Sub-Master*, Helen M. Hills, *2d Asst.*

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M. Rosalia Merrill,

Sara M. Bearse,

Clara J. Doane,

Anna M. Foster,

Harriet A. Darling.

Lawrence Connor, *Janitor*.

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Emma R. Gragg.

Fidelia A. Adams,

Hannah Clarkson, *Janitor*.

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W. Wales, *Janitor.*

THETFORD-AVENUE SCHOOL.

Caroline A. Shepard, *3d Asst.*

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Corner of Adams and Mill streets, Dorchester.

N. Hosea Whittemore, *Sub-Master*, E. M. Harriman, *2d Asst.*

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Almy C. Plummer,

Emma F. Simmons,

Marion B. Sherburne.

John Buckpitt, *Janitor.*

MATHER SCHOOL.

Meeting-House Hill.

Edward Southworth, *Master*,

Lucy J. Dunnels, *2d Asst.*

J. A. Bense, *1st Asst.*,

THIRD ASSISTANTS.

Lillie A. Hicks,

S. Kate Shepard,

Annie L. Jenkins,

Mary A. Lowe.

Benjamin C. Bird, *Janitor.*

MINOT SCHOOL.

Walnut street, Dorchester.

Joseph T. Ward, Jr., *Sub-Master*,

Isabel F. P. Emery, *2d Asst.*

THIRD ASSISTANTS.

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Ellen M. S. Treadwell.

WOOD-STREET COURT.

Sophia W. French,

Kate M. Adams.

James Murphy, *Janitor.*

STOUGHTON SCHOOL.

*Ri er street, Lower Mills.*Edward M. Lancaster, *Sub-Master.*

SECOND ASSISTANT.

Elizabeth H. Page.

THIRD ASSISTANTS.

Ellen E. Burgess,

Caroline F. Melville,

Margaret E. Whittemore,

Elizabeth Jane Stetson.

M. Taylor, *Janitor.*

TILESTON SCHOOL.

*Norfolk street, Mattapan.*Hiram M. George, *1st Asst.,*Martha A. Baker, *3d Asst.*John Grover, *Janitor.*

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DORCHESTER-EVERETT SCHOOL, SUMNER STREET (OLD BUILDING).

Maud M. Clark,

Mary L. Nichols.

Annie L. Newcomb,

Lawrence Connor, *Janitor.*

HOWARD-AVENUE SCHOOL.

Annie W. Ford,

Matilda Mitchell.

Henry Randolph, *Janitor.*

DORCHESTER-AVENUE SCHOOL, COR. HARBOR VIEW STREET.

Cora L. Etheridge,

Caroline D. Bere.

Mrs. M. A. Regan, *Janitor.*

GIBSON SCHOOL, SCHOOL STREET.

E. Louise Brown,

Ellen A. Brown.

Hannah Clarkson, *Janitor.*

ATHERTON SCHOOL, COLUMBIA STREET.

Edna L. Gleason.

W. Wales, *Janitor.*

GLEN-ROAD SCHOOL, NEAR BLUE HILL AVENUE.

Mary B. Winchell.

Margaret Kelley, *Janitor.*

SPECIAL SCHOOLS.

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THETFORD-AVENUE SCHOOL.

Mary E. Mann. Timothy Donahue, *Janitor*.

HARRIS SCHOOL, ADAMS STREET.

Cora F. Plummer, Elizabeth A. Flint.
John Buckpitt, *Janitor*.

MATHER SCHOOL, MEETING-HOUSE HILL.

Ella L. Howe, Mary P. Pronk.
M. Esther Drake,

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

Mary C. Turner, Florence J. Bigelow.
Benjamin C. Bird, *Janitor*.

MINOT SCHOOL, WALNUT STREET.

Kate S. Gunn, H. J. Bowker.
S. Maria Elliott,

ADAMS STREET.

Mary J. Pope. Ellen James, *Janitor*.

STOUGHTON SCHOOL, RIVER STREET.

Esther S. Brooks, Julia B. Worsley.
M. Taylor, *Janitor*.

BAILEY-STREET SCHOOL.

Helen F. Burgess. Timothy Donahue, *Janitor*.

TILESTON SCHOOL, NORFOLK STREET.

Elizabeth S. Fisher. John Grover, *Janitor*.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

63 Warrenton street.

Sarah Fuller, *Principal*, Annie E. Bond, *1st Asst*.

ASSISTANTS.

Ella C. Jordan, Mary N. Williams,
Kate D. Williams, Manella G. White,
Mary F. Bigelow, Rebecca Morrison,
Sarah A. Jordan,

Daniel H. Gill, *Janitor*.

LICENSED MINORS.

North Margin street (attached to Eliot School).

Sarah A. Brackett.

Catherine Welch, *Janitor.**East-street place (attached to Bowditch School).*

M. Persis Taylor.

Mary H. Fitzgerald, *Janitor.*

EVENING SCHOOLS.

*Evening High School, Montgomery street.*Edward C. Carrigan, *Principal.**Lyman School-house, East Boston.*Frank E. Dimick, *Principal.**Warren School-house, Charlestown.*George G. Pratt, *Principal.**Eliot School-house, North Bennet street.*Salem D. Charles, *Principal.**Wells School-house, Blossom street.*———, *Principal.**Anderson street, Ward Room.*John A. Bennett, *Principal.**Hudson street, Ward Room.*Benson B. Banker, *Principal.**Old Franklin School-house, Washington street.*Frederic W. Bliss, *Principal.**Warrenton-street Chapel, Warrenton street.*William G. Babcock, *Principal.**Bigelow School-house, South Boston.*George Oak, *Principal.**Lincoln School-house, South Boston.*George J. Tufts, *Principal.**Dearborn School-house, Roxbury.*John P. Slocum, *Principal.**Comins School-house, Roxbury.*Frank L. Washburn, *Principal.*

TRUANT OFFICERS.

The following is the list of the Truant Officers, with their respective districts, and the school sections embraced in each district:—

OFFICERS.	DISTRICT.	SCHOOL SECTIONS.
Chase Cole, <i>Chief</i> .	North.	Eliot.
C. E. Turner.	East Boston.	Adams, Chapman, Lyman, and Emerson.
Geo. M. Felch.	Central.	Winthrop, Phillips, and Prince.
Richard W. Walsh.	“	Bowdoin, Hancock, and Wells.
George Murphy.	Southern.	Bowditch, Brimmer, and Quincy.
James Bragdon.	South Boston.	Bigelow, Gaston, Lincoln, and Shurtleff.
William Sullivan.	“ “	Lawrence and Norcross.
A. M. Leavitt.	South.	Dwight, Everett, Rice, and Franklin.
Samuel McIntosh.	Roxbury.	Dudley, Dillaway, and Lowell.
E. F. Mecuen.	“	Comins and Sherwin.
Dennis Moore.	“	Dearborn and Lewis.
Jeremiah M. Swett.	Dorchester, Northern District.	Everett, Mather, and Andrew.
James P. Leeds.	Dorchester, Southern District.	Harris, Gibson, Tileston, Stoughton, and Minot.
Charles S. Woofindale.	Charlestown, West District.	Frothingham, Harvard, and Prescott.
Sumner P. White.	Charlestown, East District.	Warren and Bunker Hill.
Warren J. Stokes.	West Roxbury.	Central, Charles Sumner, Hillside, and Mt. Vernon.
H. F. Ripley.	Brighton.	Bennett and Allston.
Warren A. Wright, Superintendent of Licensed Minors.		

TRUANT OFFICE, 30 PEMBERTON SQUARE.

The chief officer and Superintendent of Licensed Minors are in attendance every school day from 12 M. to 1 P.M.; other officers, the first and third Saturdays each month, at 10 A.M. Order boxes will be found at the several school-houses, and at police stations 1, 3, 4, 5, 6, 7, 13, 14, and 15.

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